



THE
SUTHERS
SCHOOL

**Careers Education and Information,
Advice and Guidance (CEIAG)
Policy**

September 2020

The Suthers School | Cross Lane, Fernwood, Newark, Nottinghamshire NG24 3NH
Telephone: 01636 957690 | Email: contact@suthersschool.co.uk | Website: www.suthersschool.co.uk

Executive Head Teacher: Andrew Seymour BA(Hons), PGCE, NPOH | Head of School: Andrew Pettit BA (Hons), PGCE, MOCT

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INTRODUCTION

Students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their 11 -18 pathways and to enable them to manage their careers and sustain employment throughout their lives.

Effective careers education is impartial and considers young people's personal abilities, needs and preferences. It is motivating and it raises aspiration, by providing clear targets and by encouraging young people to participate in learning and to attain qualifications to reach their full potential.

A clear picture of the current and projected local and national labour market helps to support students' future career intentions and helps inform future education and training plans. The Suthers School is committed to providing all students from Years 7 – Year 13 (currently up to and including Year 10) with access to high quality careers information and impartial guidance. This is further strengthened by a sustained and deliberate focus on the development of 5 key character strengths (Tenacity, Optimism, Respect, Curiosity, Hard work) for all pupils.

AIMS AND OBJECTIVES

This policy aims to detail the procedures and guidelines for the delivery and availability of Careers Education, Information, Advice and Guidance (CEIAG). The main aims of the policy are:

- To set out the procedures put into place to ensure that CEIAG is delivered in line with the Gatsby Benchmarks
- To develop students' aspirations, self-awareness and participation in CEIAG.
- To encourage students to make good use of resources available to them in order that they can make well informed decisions throughout their school journey and beyond.
- To enable staff to explore the resources available so that they are able to support students with CEIAG throughout the school, across all teaching staff including (subject teachers, heads of department, pastoral leaders and SEN support staff)
- To maintain a good working relationship between the school and outside agencies including the The Careers Enterprise Company, D2N2 Local Partnership, the Newark Business Club and employers who work in partnership with the school, local Colleges, Apprenticeship Providers and Universities.
- To create mechanisms for feedback from staff, students and parents about the delivery and availability of CEIAG, so that the procedures and delivery can be continually evaluated and improved via the School Improvement Framework (SIF).
- To ensure that the Head Teacher, Senior Leaders and Governors are kept up to date on changes in legislation who in turn ensure appropriate resources and budget are in place to deliver the Strategy.

- To ensure that all students have the employability skills required by employers at the end of Year 11. These employability skills are those from the D2N2 employability framework. Students will have to have 7 meaningful face to face encounters with employers from Year 7 to 13.
- To motivate and encourage every student to not only achieve their full potential academically but to also make the most of enrichment opportunities as well as work experience by the end of Year 11 and Year 12. It is the school's duty to ensure that students are employable at the end of Year 11 before moving on to their Post 16 destination.
- To monitor and evaluate destination information for both Year 11 and 13 leavers.
- To recruit former students as part of our Alumni network to inspire current students.

The CEIAG policy is underpinned by the School's provision for Personal Development and pastoral care. Students identified as most at risk of becoming NEET, Looked After Children, students receiving Pupil Premium and students identified as having Special Educational Needs are all given additional support from specialist teams in school. This is also applicable to Gifted and Talented students. The CEIAG policy has been developed alongside other whole school policies, reinforcing those aims that are appropriate to CEIAG.

The CEIAG policy is underpinned by the following DfE statutory and non-statutory guidance:

- Careers guidance and inspiration in schools DfE statutory guidance March 2015
- Participation of young people in education, employment or training DfE statutory guidance April 2014
- Careers guidance and inspiration in schools. DfE non-statutory guidance April 2014
- Governors Handbook
- Careers Strategy December 2017

MANAGEMENT AND KEY STAFF

The School Careers Leader is Mr Andrew Pettit (Head of School)

PROVISION

The delivery of CEIAG occurs through Personal Development lessons as well as across all other curriculum areas. This is further supplemented by events which take place beyond the classroom. Some events involve all students, while others are targeted to students according to their individual needs. Delivery is focussed at key transition points:

- Key Stage 3 – Self-knowledge (TORCH), identifying strengths, getting to know me, option choices, making well informed decisions.
- Key Stage 4 - Destination Planning – Sixth Form, College, Apprenticeship, Traineeship, other education/training
- Key Stage 5 – Destination Planning – University, Apprenticeship, Employment

The CEIAG programme includes:

- Deliberate and sustained focus on 5 key character strengths of Tenacity, Optimism, Respect, Curiosity, Hard Work (TORCH)
- 'Milestone' careers / future pathway events for each year group (from Year 7 upwards)
- Discrete careers education units within Personal Development curriculum
- Personal Development Days
- Weekly enrichment programme based on six pillars of personal development (Life Skills, Social Action, Intellectual Challenge, Sport, Creativity, Performance) which helps foster and develop essential transferable skills
- Leadership Academy
- Social Action Projects (in association with WE Schools)
- Team Suthers (roles and responsibilities within school as a workplace)
- Student Parliament – including Careers and Destinations Committee
- Year 9 Options Evening and online information guides
- 1-1 interviews with senior staff at key transition points (incl Year 9 GCSE Options)
- Fast Forward events for parents to provide personalised guidance on achievement from Year 10 onwards
- Visits to Employers and Careers Fairs including World Skills Show Live
- Enterprise challenges, including #NextGenLeaders
- Duke of Edinburgh Award (DofE)
- Guest Speakers
- Year 10 World of Work (WoW) Day incl CV writing, interviews, guest speaker
- Year 10 Work Experience (Summer Term)
- Real World Application embedded into curriculum planning across all subjects
- Online information, advice and future planning tools for all pupils via Unifrog

ENTITLEMENT FOR CEIAG

Students are entitled to careers education, information, advice and guidance which is both impartial and confidential. At all key stages, students are able to access an interview with a member of staff and with a Careers Adviser via the National Careers Service. Targeted support is available for students at risk of becoming NEET. There is also the opportunity for students to have access to careers advice from independent and local institutions including many employers, local colleges, apprenticeship providers and universities. Students have access to Unifrog and are able to access further resources via the Target Careers website.

CONTINUOUS IMPROVEMENT

All tutors and teaching staff receive training on the Careers provision annually. Staff who are new to the school and/or the tutoring system each year will receive training via the induction programme/INSET training.

PARENT UPDATE

Parents are kept up-to-date with careers education at The Suthers School via regular parents' evenings, Parent Power events and via The Bulletin, our weekly school newsletter.

BUDGET

A designated careers budget is available each year to cover the CEIAG.

EQUAL OPPORTUNITIES AND DIFFERENTIATION

All information, advice and guidance will be provided impartially to all students and will be provided free of bias. Students will be encouraged to look at careers and courses outside the normal gender stereotypes. Following the guidance all students with SEND will be entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan will include a focus on preparing them for adulthood, independent living, employment and participation in society. Students with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

EVALUATION AND REVIEW

This policy will be reviewed annually as part of the whole-school self-assessment process for continuous improvement and will be reviewed by the governors when any additions or amendments are made. The delivery of CEIAG, including external provision to students will be evaluated annually through discussion with students, evaluation forms, and survey monkey and during supervision of the day. Senior Leaders and Head of Year mentors will undertake interviews with Year 11 and Post 16 students in the spring term annually to assess whether the needs of all students are being met. Individual Careers-linked events such as visits to Careers Fairs, Year 10 Mock Interview Day and Enterprise Days are evaluated individually and reported to senior staff as part of the annual reporting process.

The school will also utilise both local and national destination data to assess the success in supporting students to take up education and/or training which offers good long term prospects.

ADDITIONAL INFORMATION

[National Careers Service](#)

[Careers and Enterprise Company](#)

[D2N2](#)

[Target Careers](#)

[Unifrog](#)