



Adopted:	September 20
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Harrogate High School

Careers Education Information Advice and Guidance Policy (validated by Career Mark, April 2018)

What is Careers Education Information Advice and Guidance (CEIAG)?

We defined CEIAG in line with guidance provided by DfE and Ofsted.

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff', March 2015 defines CEIAG as:

‘a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.’

Purpose of CEIAG

We recognise that effective CEIAG contributes to raising aspirations, improving motivation and overcoming barriers to success. Our school has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employer’s value. This will help every young person to realise their potential and enhance their employability.

Careers Skills: We recognise the importance of developing skills of our young people through CEIAG provision. We believe that young people need careers skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school’s CEIAG provision, therefore, seeks to help students to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

Employability Skills: We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable' in diverse and rapidly changing job markets. The top 10 skills that employers want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Creativity
2. Leadership
3. Listening
4. Presenting
5. Problem Solving
6. Teamwork
7. Communication

The school's **Shaping My Future Programme** seeks to enable young people, Years 7-11 to have better life chances throughout their career, playing to their strengths and ambitions. The programme covers career routes, careers meetings, enterprise programmes, personal health and well-being, financial literacy, online safety, risky behaviours and external business speakers.

Statutory Responsibilities

The statutory duty requires all registered students at the school are provided with independent¹ careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

The independent careers guidance provided should be:

- Presented in an impartial² manner
- Include information on the range of education or training options, including apprenticeships and other vocational pathways
- Guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. The school recognises that young people need to be clear about the duty and what it means for them. In particular, students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

¹ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

² Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

CEIAG Provision

School's CEIAG is mapped against the eight Gatsby Benchmarks of good Careers Education and Guidance as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

- **GCSE English and Mathematics**

Through our CEIAG programme we highlight to students that if they do not achieve a grade 4 (C) or better in GCSE Math or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in English and Math. This is because of the vital importance and powerful labour market value of a good GCSE in English and Math.

- **STEM (Science, Technology, Engineering and Maths)**

We work to ensure that students understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to expose students to a diverse selection of professionals from varying occupations which require STEM subjects. This is achieved through our enterprise days and educational STEM specific visits.

Impartial Advice and Guidance (IAG)

- Independent and impartial careers information, advice and guidance can be accessed by any student on request. All students receive at least two face-to-face IAG meetings with our IAG specialist in year 11. Other appointments are always available on request.
- During an IAG meetings, all students are helped to develop a careers action plan and this meeting is recorded and shared with parents.

- All students receive a personalised support at key decision-making points during their education to inform their choices and progression routes.
- Our IAG specialist is available at all parent's evenings and curriculum options evenings.
- Those most at risk of becoming NEET are identified and bespoke support plan are put in place in an attempt to lower their chances of becoming NEET.
- The school organises a careers fair for students and their parents to which local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the virtual learning environment (VLE).
- Review of GCSE results with all students to plan for post 16 studies.

Employer engagement

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance our careers SMF provision. Throughout our SMF programme we utilise speakers from the world of work in schools and use workplace visits and work experience placements to enhance students' knowledge. We use information from the National Careers Service and Local Enterprise Partnership to learn about labour market and the needs of employers. Students are provided with career management skills like CV writing, job searches and job interviews.

Access to information on the full range of education and training options and active engagement with other local learning providers

We provide independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities.

The National Careers Service

We signpost our students and their parents to the National Careers Service website and our CEIAG page on our school website which offers information and professional advice about education, training and work to people of all ages (<https://nationalcareersservice.direct.gov.uk>), or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

Careers Education and Guidance Leadership and Management Team

Team	Name
Nominated governor with responsibility for oversight of Careers Guidance	Ms Bev Ashby
Senior Leadership lead (Careers Leader)	Mr Lee Wilson
Independent Careers Advisor	IAG Consultant
KS3 Careers Lead	Mr John Coleman
KS4 Careers Lead	Mr Chris Mowat
STEM activities co-ordinator and Associate Assistant Head Teacher	Mrs Jeni Mason

The CEIAG leadership and management team are responsible for:

- The Careers Education and Guidance action plan, developed each year and which is linked to the school improvement plan
- Management of the CEIAG budget
- The management and co-ordination of the various aspects of CEIAG
- Ensuring there is an appropriate provision of CEIAG activities across all key stages to meet the full range of pupil needs and abilities
- Enabling students to have access to career resources and drop in careers sessions, and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities.
- Assessment, Monitoring and Evaluation of the Careers Education and Guidance provision
- Liaison with delivery partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP)
- Updating the school's CEIAG policy and information on the school's website
- Providing reports to the governing body on CEIAG, destinations and NEET figures.

Monitoring of CEIAG

Provision is monitored through a range of processes including:

- Annual audit of Careers Education and Guidance
- Progress monitoring towards maintaining recognised Careers Quality Standard (Career Mark)
- Observations of lessons
- Reviews of enterprise days, events and guest speakers presentations
- Scrutiny of sample careers interview action plans
- Feedback from students, parents/carers and staff

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Evaluating the effectiveness of our CEIAG programme

The effectiveness of CEIAG is evaluated through:

- Attainment and achievement of key indicators
- Accurate destination data of our students
- Success is determined by students embarking on the correct destination for them as an individual based on their attainment and ambition.
- Analysis of monitoring information as above

We will know we have been successful when we have higher numbers of students progressing to apprenticeships, universities, traineeships, and other positive destinations such as employment or a further education college. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others, students are identified and offered opportunities through programmes such as Next Step York, York Shine, Sutton Trust and Social Mobility Foundation. School is also working with the Uni Connect and Aspire to raise aspirations of students from identified postcode areas. We aim to maintain the school's NEET figure to below the national average.

We use the destination measures data, published by the Department for Education, to assess how successfully their students make the transition into the next stage of education or training, or into employment and data provided to us by North Yorkshire Local Authority. We acknowledge that the DfE (2015) recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. School was awarded the Career Mark Quality Award in 2018 and will be reaccrediting this as required.