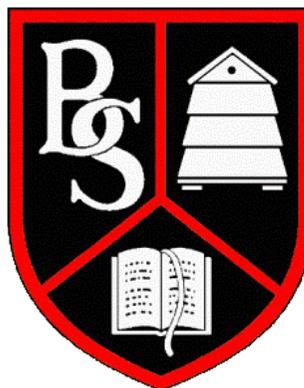


# Broomfield School



## C.I.A.G. Policy and Appendices Careers Education, Information, Advice and Guidance

<b>SLT Lead</b> responsible for the leadership and management of this policy and appendices	Mrs Jo Fox (Assistant Head Teacher – Inclusion, including SEND)		
<b>Governor Link</b>	Ms Sarah Wilson		
<b>Last Reviewed:</b>	Update to be taken to CSS Committee of 10 <sup>th</sup> May, 2017. Update to be taken to CSS Committee of 26 <sup>th</sup> June 2018. Further update taken to CSS Committee of the 10 <sup>th</sup> October 2018 <b>Updated and adopted by Full Governing Body - 17th March 2021</b>	<b>Next Review:</b>	<b>March 2022</b>
<b>Approved by:</b>	<b>Full Governing Body - 17th March 2021</b>	<b>Date:</b>	<b>17th March 2021</b>

## Statutory Requirements

The school has a statutory duty to ensure that all pupils from Year 8 to Year 11 are provided with independent careers guidance. This policy has been written in line with the requirements set out in *Careers Guidance and Inspiration in School: Statutory Guidance for Governing Bodies, School Leaders and School Staff, March 2015*.

Careers guidance must:

- be presented in an impartial manner,
- include information on the range of education or training options, including apprenticeships and other vocational pathways,
- promote the best interests of the pupils to whom it is given.

The Education and Skills Act 2008, 68 places a duty on the local authority to encourage, enable and assist young people aged 13-19 and 20-25 with special educational needs to participate in education or training.

Section 72 of the Education and Skills Act 2008 places a duty on educational institutions to provide information to the local authority in order for them to deliver their duties under section 68.

The new legal duty set out within the Technical and Further Education Act 2017 (from 2 January 2018) requires all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. In order to meet this duty, the school must prepare a Policy Statement setting out the circumstances in which education and training providers will be given access to pupils. (Please see below.)

## Aims

In accordance with statutory guidance, Broomfield School aims to offer independent careers guidance for all Year 7-11 pupils, so they are inspired and motivated to fulfil their potential. We aim to help every pupil develop high aspirations and consider a broad and ambitious range of careers. We aim to meet (and exceed wherever possible) the DfE recommendations that schools should do the following.

- Provide sustained contacts with employers, mentors and coaches who can inspire pupils with a sense of what they can achieve with the right choices and help them understand how to make this a reality.
- Have a strategy for the advice and guidance that we provide to young people. The strategy should be embedded within a clear framework linked to outcomes that reflect our ethos and meet the needs of **all** our pupils.
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, sixth-form schools and colleges presentations and fairs, college and university visits, coaches and mentors.

- In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements. It should be noted that website access is not sufficient in itself to meet the statutory duty to encourage young people to think about the opportunities available to them.
- Consciously work to prevent all forms of stereotyping in the advice and guidance they 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.
- One-to-one careers advice for all year 11 pupils when choosing post 16 pathways.
- One-to-one careers interviews for pupils with an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Needs.
- To work in collaboration with the local authority to fulfil its duties for vulnerable young people and those who are at risk of disengaging from learning.
- To provide information to the local authority in order for them to deliver their duties under section 68 and 72 of the Education and Skills Act 2008. These duties relate to the Activity Survey, September Guarantee and the Raising Participation Agenda.

### **Monitoring and evaluation**

This policy and its practices and procedures will be monitored robustly to ensure that its impact is positive to at least a good standard and that no pupil fails to benefit significantly from it. Particular watch will be kept on those pupils or groups of pupils who are especially vulnerable in this area.

### **Links with other policies**

The policy for CIAG supports and is itself underpinned by a range of key school-policies especially those for teaching and learning, inclusion, citizenship, PSHE, work-related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and special needs.

### **Policy Statement setting out the circumstances in which education and training providers will be given access to pupils**

The School will ensure that, for all pupils in Years 8 to 11, education and training providers will be given access to pupils in the following ways:

1. special assemblies with visiting speakers who are education and training providers,
2. PSHE themed days involving education and training providers,
3. promoting a variety of opportunities for Career Learning outside curriculum time e.g. visits, speakers, planned activities, mock interviews, business links, etc.,
4. Year 10 Work Experience,
5. Year 11 Sixth Form and College Fair,

Our pupils will be consulted to ensure that their views and preferences are taken into account.

**End of CIAG Policy**

## **Appendix 1 - Practice and Procedures**

### **Introduction**

The school will achieve these aims by:

- providing in-house inset to staff to support CIAG teaching and learning opportunities within the curriculum,
- encouraging staff to identify the contributions of CIAG and to plan to develop it into Schemes of Work where appropriate,
- promoting a variety of opportunities for Career Learning outside curriculum time e.g. visits, speakers, planned activities, mock interviews, business links, etc.,
- developing links with education business partnership in line with the service-level agreement and all agencies, to continue to support the development of Career Learning through the curriculum,
- developing mentoring schemes both in-house and through businesses to help raise motivation and aspirations,
- encouraging the practice and development of key skills both in and out of school,
- providing one-to-one careers advice for Year 9 pupils when choosing their options and providing a wide range of option choices to try to meet the needs of all pupils,
- ensuring that all Year 10 pupils take part in a programme of work experience,
- developing opportunities for enterprise capabilities through GCSE subjects and extra-curricular opportunities including Citizenship/Personal, Social, Health and Educational (CPSHE),
- providing extended Career Learning opportunities for targeted KS4 pupils through the PSHE theme Days and other opportunities.

### **Professional Development for staff**

The school makes provision for continuous professional development (CPD) opportunities for staff ensuring that:

- areas of staff development needs are highlighted through the appraisal process,
- staff needs are identified, discussed and planned through line-management meetings and any Careers and IAG meetings,
- all training is linked to performance management and CPD,
- the school provides opportunities for CPD for staff with responsibilities for vocational and Careers programmes,
- training provides opportunities for teachers to keep up-to-date with the changes and development in employment, the workplace and business and the requirements of employers,
- the school shares good practice from other local schools and other LAs.

### **Development of Business Links**

We have coordinated links with the Education Business Partnership, local and national businesses and other external agencies. The school:

- works closely with the organisations such as education business partnership to support and provide activities and links to promote the Careers and Work-Related Learning programme,
- works closely with the London Borough of Enfield to support and provide services,
- uses the latest employment information to provide details to pupil in terms of their employability as appropriate,
- makes use of labour market information and local employment opportunities and projection of local skills needs,
- builds on links from work experience to support and enhance programmes which are in school.

### **Access to Impartial Information & Guidance**

The school provides the following.

- It ensures that the school's Career Learning programme reflects the school's equal opportunity policy and the disability equality scheme.
- Details of this programme are provided on the school's website and through the school's newsletter.
- It ensures that Year 11 pupils are offered careers guidance with an impartial adult. This is done through our Head of Careers, who is currently an associate assistant head teacher, and our independent Careers Advisor. The aim is to reflect the interest, ambition and potential of each pupil.
- It ensures that the Careers Advisor attends certain parents' evenings, e.g. Year 9 Options Evening.
- It ensures that the Careers Advisor is asked to help support targeted pupils.
- It ensures that alternative, more specialist support, will be provided from external agencies if required, e.g. in the area of SEN.

### **Evaluation, Monitoring and Benchmarking**

The school ensures that the following key staff are involved in evaluation and monitoring.

- Heads of Faculty/Department monitor the curriculum and the quality of teaching and learning.
- Achievement Directors and Heads of Faculty/Department are involved in planning and reviewing Work-Related Learning, including life-skills days.
- The Head of Careers co-ordinates the Careers Education Guidance in the school.
- The Head of Careers line manages the Careers Advisor.
- The Head of Careers provides reports to the governing body through the Curriculum, Standards and Staffing Committee.
- There is to be a link governor for Work Related Learning Skills and careers education who provides feedback to the governing body.

There is a system in place to ensure that the provision is regularly monitored and evaluated through the following.

- All pupils and students are to be monitored to ensure that they are on appropriate learning pathways and that there are no NEETs [*N.B. The DfE has changed its definition of NEETs to include 'Not Known' figures*]. Special attention is to be given to those pupils or groups of pupils who are often vulnerable in this area, e.g. SEND, Children Looked After.
- Regular meetings between the Head of Careers and Deputy Head Teacher, respectively.
- A Careers and IAG review takes place annually.
- Pupil views are sought annually.
- Parental views are sought annually.
- A Careers and IAG annual report presented to the Senior Leadership Team.
- A Careers and IAG annual report presented to the Curriculum, Standards and Staffing Committee.

The learning is assessed and/or accredited in a variety of ways including by the following.

- The recording of achievement of work experience through certification and/or diaries.

Benchmarking will take place each year using the eight Gatsby benchmarks of Good Career Guidance as below. (Further details are available at <http://www.goodcareerguidance.org.uk/>)

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.

**End of Appendix 1 – CIAG Practice and Procedures.**

## **Appendix 2 – Personnel**

**Head of Careers** – Ms Jo Fox (Assistant Head Teacher – Inclusion, including SEND)

**Link Governor** – Sarah Wilson

**Independent advice provider** - Enfield Careers Service

- **Careers Advisor** – TBC.

**Year 10 work-experience provider** – We currently buy into Enfield LA’s service.

**End of Appendix 2 – CIAG Personnel.**

**PLEASE NOTE THAT DUE TO STAFF ABSENCE THIS REPORT HAS NOT YET BEEN FINALISED** as at 26<sup>th</sup> Feb. 2021

**Appendix 3 - CIAG Report for the academic year 2019-2020– at February 2021. The 2019-2021 CIAG Report is to be completed at the end of the academic year and presented to the CSS Committee of autumn 1 in the new academic year.**

CIAG provided by Broomfield School is categorised as follows:

- Group careers related activities
- Individual careers guidance interviews
- Careers guidance for vulnerable young people
- Working with employers and providers of FE & skills

This categorisation is based on the new DfE statutory guidance.

	RAGB Rating and Action Points
Group careers-related activities	<ol style="list-style-type: none"> <li>1. <u>All Years</u> –                             <ol style="list-style-type: none"> <li>a. Careers club drop-in continues to run for all year groups every Tuesday lunchtime for all year groups.</li> <li>b. Careers Advisor attends all relevant Parents’ Evenings.</li> </ol> </li> <li>2. <u>Year 11</u> <ol style="list-style-type: none"> <li>a. Sixth Form Fair took place in the sports hall in the autumn term.</li> </ol> </li> <li>3. <u>Year 9</u> <ol style="list-style-type: none"> <li>a. Options programme took place.</li> </ol> </li> </ol>
Individual careers guidance interviews	<ol style="list-style-type: none"> <li>1. <u>Year 11</u> <ol style="list-style-type: none"> <li>a. Individual, one-to-one, interviews to take place with Careers Advisor before summer half-term.</li> </ol> </li> <li>2. <u>Year 10</u> <ol style="list-style-type: none"> <li>a. Targeted pupils – all with an ECHP/Statement, LAC and those causing pastoral concerns – are to have one-to-one interviews with the Careers Advisor before the summer half-term.</li> </ol> </li> <li>3. <u>Year 9</u> <ol style="list-style-type: none"> <li>a. All to have an Options choices interview.</li> </ol> </li> <li>4. <u>Year 8</u> <ol style="list-style-type: none"> <li>a. To be confirmed.</li> </ol> </li> </ol>
Careers guidance for vulnerable young people	<ol style="list-style-type: none"> <li>1. Targeted pupils – all with an ECHP/Statement, LAC and those causing pastoral concerns – are to have one-to-one interviews with the Careers Advisor before the completion of the Option section process.</li> </ol>

<p>Working with employers and providers of FE &amp; Skills</p>	<ol style="list-style-type: none"> <li>1. Our main event for Year 11, the Post-16 Education Fair, ran in November as usual.</li> <li>2. There were a number of employer based assemblies for Year 11 and Year 10, in particular.</li> <li>3. The PSHE programme continued as usual as usual until March.</li> <li>4. School trips, including:             <ol style="list-style-type: none"> <li>a. 3<sup>rd</sup> March – National Apprenticeship Show for a number of KS4 pupils.</li> <li>b. Cambridge University taster trips.</li> </ol> </li> <li>5. Development of a special project to inspire a targeted group of pupils who are causing behavioural and progress concerns – summer term.</li> </ol>
<p>CPD</p>	<ol style="list-style-type: none"> <li>1. ‘Shine’ project for science teachers.</li> <li>2. IAG for all staff inset during summer term.</li> </ol>
<p>Benchmarking</p>	<p>Have the eight Gatsby benchmarks of Good Career Guidance, as below, been met?</p> <ol style="list-style-type: none"> <li>1. A stable careers programme.             <ol style="list-style-type: none"> <li>a. <b>YES, although somewhat diminished from our usual programme.</b></li> <li>b. Our Enfield Careers Service advisor changed from Sept. 2019.</li> <li>c. The school experienced the Covid-19 lockdown from 23<sup>rd</sup> March for most of the school for most of the rest of the academic year the school.</li> <li>d. As a consequence Covid-19, the Year 10 work experience was not able to be run.</li> </ol> </li> <li>2. Learning from career and labour market information.             <ol style="list-style-type: none"> <li>a. Yes, insofar as the Careers Service input is always guided by such information.</li> <li>b. However, as a consequence Covid-19, the Year 10 work experience was not able to be run.</li> </ol> </li> <li>3. Addressing the needs of each pupil.             <ol style="list-style-type: none"> <li>a. Yes.</li> </ol> </li> <li>4. Linking curriculum learning to careers.             <ol style="list-style-type: none"> <li>a. Most of the usual PSHE programme ran as usual.</li> <li>b. The School continued to follow its KS3 programme based on the National Curriculum and the KS4 EBacc. This continued through remote education. These provide a broad and balanced curriculum that links learning to careers.</li> </ol> </li> <li>5. Encounters with employers and employees.             <ol style="list-style-type: none"> <li>a. The Year 10 work experience was unable to be run because of the lockdown.</li> <li>b. A number of Career based assemblies continued to run.</li> </ol> </li> <li>6. Experiences of workplaces.             <ol style="list-style-type: none"> <li>a. The Year 10 work experience was unable to be run because of the lockdown.</li> <li>b. A number of Career based assemblies continued to run.</li> </ol> </li> <li>7. Encounters with further and higher education.             <ol style="list-style-type: none"> <li>a. Our main event for Year 11, the Post-16 Education Fair, ran in November as usual.</li> </ol> </li> <li>8. Personal guidance.</li> </ol>

	<i>a. YES. Personal guidance took place.</i>
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Report prepared by P. Travis - **PLEASE NOTE THAT DUE TO STAFF ABSENCE THIS REPORT HAS NOT YET BEEN FINALISED** as at 26<sup>th</sup> Feb. 2021.

End of CIAG Policy and Appendices.

End of Appendix 3 - CIAG Report – February, 2021.