



Careers Education and Guidance Policy

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Careers Education and Guidance (CEIAG) Policy

1. Introduction

Rationale for CEIAG:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-16 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 and to give students access to careers information and impartial advice and guidance.

Commitment:

The Royal Sutton School is committed to providing a planned programme of careers education for all students in Years 7-11 and impartial information, advice and guidance (IAG). The Royal Sutton School endeavours to follow the statutory guidance for governing bodies, school leaders and school staff as outlined in the Careers Statutory Guidance (January 2018).

Development:

This policy has been developed and is reviewed bi-annually through discussions with the Headteacher, Senior Leadership Team, Careers Lead, Teaching Staff, School SENDCo, Careers Adviser(s), students and parents.

Policy links:

This policy supports and is underpinned by key school policies, including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special needs. It makes a positive contribution to our school community and prepares for economic wellbeing.

2. Aims

The Careers Programme is designed to meet the needs of the The Royal Sutton School students. It is **differentiated** and personalised to ensure progression through activities that are appropriate to the student's stages of career learning, planning and development.

- Increase awareness for all students so that they consider all opportunities that exist in the world of work
- Develop high aspirations for all students
- Enhance the self-awareness of students to allow them to be aware of personal skills and qualities and how these are relevant to future career choices
- Ease the transition for students Post-16
- Develop students interpersonal and social skills that are needed for finding employment and for working with others
- Allow students to be better informed to enable them to make use of careers support agencies
- Allow students to be able to relate to the world of work by bridging the divide between school and work to realistically assess the nature of their eventual participation in it
- Increasing student's awareness of the current Labour Market Information (LMI)

Entitlement

Students at The Royal Sutton School are entitled to careers education and guidance that meets professional standards of practice that is person-centred, impartial and confidential. It will be integrated into our student's experience of the whole curriculum, and be based on a partnership with students, their parents and/or carers. The programme will promote equality of opportunity, inclusion and anti-racism, and will also follow the 8 Gatsby Benchmarks as outlined in the Careers Statutory Guidance.

Implementation

Mrs C Halford co-ordinates the Careers Programme as the Careers Coordinator and AIM Higher link.

Management

Mrs L Norton (Assistant Heads) teachers are responsible for the line management of the careers coordinator and Aim Higher coordinator.



The governing body provides clear advice and guidance to the head teacher on which she can base a strategy for careers education and guidance which is developed in line with the Gatsby benchmarks.

Staffing

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered through the Character Development Programme and linked to our virtues curriculum. The Careers Programme is planned, monitored and evaluated by Key Stage Staff, students and Careers Lead/Adviser.

Curriculum

The Careers Programme includes careers education sessions as part of The Royal Sutton School Character Development Programme of virtues linked to PHSE in Years 7-11. As well as career guidance activities (group work and individual interviews), information and research activities and work-related learning. Focused events are provided for students which might include visiting employers and universities, attending speaker sessions or attending a careers fair. Students are actively involved in the planning, delivery and evaluation of activities.

Equality and Diversity

The Careers Programme supports the school Equal Opportunities Policy. Students are offered a programme of CEIAG that meets professional standards of practice, which is differentiated, person centred, impartial and confidential. It will be integrated into the curriculum and be based on a partnership with students and their parents or carers. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. Staff will work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers advisor. The careers Assistant Head coordinator works with the SENDCo to support EHCP planning.

Partnerships

Links with employers, businesses and other external agencies continue to grow through ATLP and by building on local community and employer partnerships we currently work with:
Birmingham Education Partnership (BEP), MOD, BCU, Aston University, BCU, Birmingham University, Aim Higher, BMet College, Birmingham Careers Hub, Teach First

Career Information

Career information is available through relevant displays and noticeboards, our school website or cascaded via form tutors or year group assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information as well as guides on job search activities.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

Staff development

Staff training needs are identified as part of the School Development Plan. The school will endeavour to meet training needs within a reasonable period. The curriculum and Development team are available for support with CEIAG Programme and staff support.

Monitoring, review and evaluation

This takes place through:

- Learning walks
- Student voice
- Student feedback on their experience of the careers programme
- Informal feedback from external partners and parents
- Evaluation of work experience by students and employers
- Partnership agreements are reviewed annually
- Destination data post 16 and post 18



Management of provider access requests procedure

A provider wishing to request access should Mrs L Norton.

Opportunities for Access:

A number of events, integrated into the schools' Careers Programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. A wide variety of year group specific resource from within the John Wilmott school website.

Approvals:

Head: Mrs Nicola Gould

Review date: September 2025

Monitoring of activities will be carried out through a combination of

- Observations and learning walks
- Stakeholder feedback

Resources available for the delivery of the programme

- Designated Governor and SLT representative for Careers and PHSE RSE
- Careers advisor
- Heads of Year
- Form Tutors
- Ring fenced careers budget