



# Careers Education Information Advice and Guidance Policy

## Contents

1. Introduction
2. Commitment
3. Entitlement
4. Leadership
5. Curriculum Provision
6. Personal Provision
7. Gender Bias
8. Progression
9. Resources
10. Appendix

## 1. Introduction

Rationale for Careers Education Information Advice and Guidance (CEIAG) Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood and a place of work. It includes:

- Preparing students for the opportunities, responsibilities and experiences of life
- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options

- Raising aspirations
- Promoting equality, diversity, social mobility and challenging stereotypes
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives

Nazene Danielle School of Performing Arts is committed to providing structured learning opportunities for work-related learning and economic well-being and intends to fulfil any statutory obligations.

We aim to foster a culture of success through:

- Placing learners at the heart of our community
  - Developing resilient and resourceful students
  - Adapting and applying skills for flexible life-long learners
  - Promoting an awareness of a rapidly changing global environment
- Governors and senior leaders have a key role in developing and approving school policy and practice, which is reported to the Educational Standards Committee.

The CEIAG Policy supports and is itself underpinned by a range of key school policies, particularly those relating to teaching and learning, curriculum, assessment, PSHCE (Personal, Social, Health & Citizenship Education), gifted & talented and special needs.

## **2. Commitment**

The School is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

NDSOPA endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time.

NDSOPA recognises that it has a statutory duty to provide careers education (1997 Education Act, 2003 Education Regulations). It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners, and to provide extra support as required for learners with SEN.

The statutory duty (as amended in 2015) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13, and emphasises that the independent careers guidance provided should be presented in an impartial manner.

Guidance should promote the best interests of the pupils to whom it is given. The significance of inspiring every pupil through real-life contacts with the world of work is emphasised. To meet the schools legal requirements therefore requires combining in-house arrangements with advice and guidance from independent and external sources.

The DfE published a revised Careers Guidance Strategy in December 2017, closely followed by revised statutory guidance 'Careers Guidance and Access for Education and Training Providers' in January 2018. The latter includes a number of important developments that impose statutory obligations on schools and will advise developments at NDSOPA .

Specifically:

- Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The revised statutory guidance is structured around the Benchmarks: "The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties". The Government's expectation is that schools begin to work towards the Benchmarks now and should meet them by the end of 2020. [A summary of the Gatsby Benchmarks is an appendix to this policy.]
- Schools should use 'Compass', an online self-evaluation tool, to assess how their careers support compares against the Gatsby benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The Careers & Enterprise Company (CEC) will provide external support to schools by giving young people more opportunities to connect with employers of all sizes, and from all sectors. It is intended that the CEC will take on a more ambitious role by coordinating support for schools across all of the Gatsby Benchmarks.
- From September 2018, every school should have a nominated Careers Leader, "who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks".
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection framework<sup>7</sup> and School Inspection Handbook. Destination measures at ages 16 and 18 will continue to provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training.
- The Technical and Further Education Act 2017 will take effect from 2 January 2018. Section 2 of the Act will insert a new section 42B into the Education Act 1997, and will require schools to give education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.

### **3. Entitlement**

The CEIAG programme is designed to meet the needs of learners at NDSOPA. Activities are differentiated and personalised to ensure progression in career learning and development, and to strengthen students' motivation, aspirations and attainment. All learners are entitled to a core CEIAG programme which meets professional standards of practice, which is delivered by internally-trained staff and approved external providers, and which is impartial and confidential. The programme will seek to raise aspirations, to challenge stereotyping and to promote equality and diversity.

## **4. Leadership**

This area is accountable to the Standard & Education Committee and is supported by a link governor. The Curriculum Director has strategic responsibility for CEIAG and jointly leads the Careers Department with the Careers Coordinator. Work experience is planned and implemented by the Careers Coordinator.

The school is responsible for securing its external careers guidance service.

## **5. Curriculum Provision**

From September 2018, it is intended that at NDSOPA CEIAG delivery will be built around the PSHCE curriculum with other planned activities. It is intended that this programme will enable NDSOPA to meet the Gatsby Benchmarks and to retain external quality approval thresholds. There is a planned programme of learning experiences, which is intended to enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills
- Make informed progression decisions
- Experience 'employer encounters'

These are delivered through a combination of subject-based curriculum delivery, timetable collapses with internal and external inputs, tutor-led inputs during registration time, and events organised in conjunction with other external agencies. In addition, all staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions and/or guidance are delivered by the CEIAG team, in conjunction with external providers as appropriate.

## **6. Personal Provision**

Elements of the above will require access to individual information advice and guidance through:

- Inputs from internal staff, external visitors and mentors, sessions by employers and training providers, and inputs to address gender bias
- The contracting of an external, qualified, independent careers adviser
- Planned inputs delivered by Tutors during registration periods
- Assemblies
- Use of external sources such as websites and other resources available through subscriptions to careers-related software, the National Careers Service, the National Apprenticeship Service, UCAS and other providers .
- Planned visits to organisations providing progression opportunities
- Displays around the school

We will secure additional access to face to face external specialist careers guidance as stated in the Education Act 2011 for our SEN and vulnerable students as defined by the school's governing body.

## 7. Gender Bias

It is recognised that in some employment sectors (and in related courses) this is an embedded national problem, but the School aims to ensure that it's students are aware of such gender bias, and make progression choices that are not affected by gender-based stereotypes.

## 8. Progression

Personal guidance on progression opportunities is available for students and their parents at key progression points, specifically:

- Year 8 GCSE options – student options assembly; parents' options information evening with attendance by our independent Careers Guidance Adviser; options booklets; input in lessons; PSHE; structured support for SEN students

## 9. Resources

NDSOPA will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal costs, CPD opportunities and commissioning of external sources
- Adequate staffing for curriculum provision
- Training of Year Teams and teaching teams as appropriate
- Student, staff and parental access to information on request (electronic or hardcopy)
- Designated space for individual, group and research sessions

ICT facilities are available. These facilities provide opportunities for research into education, training and employment.

## 10. APPENDIX

### The Gatsby Benchmarks

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| 1. A stable careers programme                         | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.      |
| 2. Learning from career and labour market information | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed |

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|  | adviser to make best use of available information.   |
| 3.Addressing the needs of each student         | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.  |
| 4.Linking curriculum learning to careers       | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future Career paths.  |
| 5.Encounters with employers and employees      | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.                           |
| 6.Experiences of workplaces                    | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks  |
| 7.Encounters with further and higher education | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace   |
| 8.Personal guidance                            | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. |

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