

Careers Education Advice and Guidance Policy (CEIAG)

1.0 The Cumberland School Mission Statement

The Cumberland School is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, Ambitious Learners,' encompasses all of our school community: students, staff and governors. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

We want all of our students to have high standards. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that Cumberland is a safe place to take risks and grow.

Above all, TCS is a learning community. We believe that all students and staff have the right to exceed expectations and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and businesses. We believe there is much we can and must learn from each other.

2.0 Policy links to School Mission, Aims and Values

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full.

2.1 Aims of the Policy:

This policy specifically relates to:

- Improving student outcomes
- Providing an entitlement to high quality careers advice and guidance which supports student progression beyond KS4
- Providing an entitlement to high quality careers information, advice and guidance which supports students to make positive choices for options at appropriate times
- Providing a wide range of wider careers activities
- Supporting students to avoid being not in education, employment, or training (NEET)

Priorities for Careers Education, Information, Advice and Guidance (CEIAG) will be identified through a range of information, with due regard given to safeguarding issues, such as:

- Statutory requirements

- Student progress data
- Our self evaluation processes
- Feedback from students and parents
- Monitoring visits such as Ofsted, internal and external reviews, external consultants and quality standards such as Quality in Careers Standard
- National and local priorities

2.2 Statutory Framework

- The Education Act 2011 - Statutory Guidance for Schools
- Behaviour Policy
- Safeguarding Policy and Early Help Policy

2.3 Links with other Policy Areas

This CEIAG Policy links with the following school Policies:

- Equality Policy
- Behaviour Policy
- Safeguarding Policy and Early Help Policy
- SMSC (Spiritual, Moral, Social and Cultural Development)
- Attendance

2.4 Purposes

This policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress.

- To inform and guide students, to support them to make effective decisions about their future
- To inspire students to achieve through access to work related activities and role models
- To reduce the likelihood of students becoming NEET post-16

3.0 Roles and Responsibilities

The school's arrangements for CEIAG seek to balance the effective use of resources with the needs of the school and the range of aspirations and interests of the students.

The Head of School and the Leadership Group are committed to supporting the delivery of high quality CEIAG giving high priority to the development of CEIAG practice:

- Making explicit the expectation that staff will be reflective practitioners and committed to renewing and refreshing their knowledge and skills
- Demonstrating a commitment to sharing effective innovative practice and research
- Identifying high quality CEIAG activities that provide value for money and meet the needs of the student
- Enables effective mechanisms for measuring the quantitative and qualitative impact of CEIAG activities on student outcomes

Careers Leader

The school has a designated person responsible for CEIAG in the school. Their role is to plan and implement a strategy for an effective careers programme for the school ensuring that all eight Gatsby benchmarks are met. They also have to ensure that young people are prepared for the choices and transitions in education, training and employment. They directly line manage the Careers and Aspirations Manager.

Careers and Aspirations Manager

The Careers and Aspirations Manager supports the Careers Leader and has the following responsibilities to:

- Produce a careers and aspirations calendar annually to map CEIAG activities and monitor for a broad and balanced approach to careers activities ensuring that all students achieve effective and timely careers interventions
- Plan and deliver key interventions both in school and off-site
- Provide up to date and relevant information to students around choices available
- Liaise with outside agencies and providers to enhance students' learning around careers and the world of work
- Provide 1-1 careers interviews to students to plan for their future
- Offer drop - in support for students around their choices
- Systematically record and monitor all careers activities and interventions
- Keep up to date with changes in legislation and opportunities around careers education
- Produce reports systematically on careers interventions
- Deliver an effective work experience programme
- Assess the impact and effectiveness of careers interventions and activities
- Work towards the Gatsby benchmarks

Member of the Leadership Group

A member of the Leadership Group line manages careers. The LG member has the following responsibilities to:

- Oversee the work of the Careers and Aspirations Manager
- Systematically review all careers interventions to ensure effective monitoring, recording and tracking
- Provide reports to the headteacher on CEIAG at regular intervals
- Assess the impact of CEIAG through various means including the annual destinations report, completion of college applications, effective option choices, participation in work experience
- Work towards and within the Gatsby benchmark
- Ensure that all students' needs are met in the career calendar and that specific groups are catered for adequately (SEND, MAS, gender)
- Brief the headteacher through half-termly meetings on the work in the CEIAG department
- Liaise with departments around careers in the curriculum

Recording activities and disseminating effective practice

The Careers and Aspirations Manager is accountable for the efficient and effective dissemination of outcomes from CEIAG activities:

- Records will be kept of all interventions undertaken by staff and will ensure equity of access and involvement
- Systems for effective dissemination of good practice such as feedback to Year teams
- Monitoring by the AHT
- Feedback from Newham Network Meetings and CEIAG
- Effective dissemination of information from 15 Billion (Local Authority Careers Service)

Assessing the Impact of CEIAG

- The annual destinations report
- Student attainment and progress
- Effective option choices
- Completion of college applications
- Compass Tool by Careers Enterprise Company

The Headteacher

Has the following responsibilities to:

- Ensure the school's statutory duty around careers is fulfilled
- Ensure that there are sufficient resources deployed for CEIAG
- Ensure appropriate training is in place for staff to fulfil their careers duty
- Ensure there is equality of access and opportunity for all students in CEIAG
- Ensure a member of the Local School Board is link member for career publish a policy statement setting out their arrangements for provider access and ensure that it is followed. The head of school will ensure this can be found on the careers section of the website

4.0 Implementation

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance."

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of students
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

The school works within the Gatsby Benchmarks and runs an annual audit against the standards to inform planning for the following year.

The school will ensure the following:

Gatsby Benchmark	Career Provision
<p>1. A stable careers programme</p>	<ul style="list-style-type: none"> ● The Leadership team will endorse the careers programme and it will have an identified and appropriately trained person responsible for it ● The careers programme will be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. This will be refreshed annually ● The careers programme will be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. This will be refreshed annually ● The programme will be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process through an annual survey
<p>2. Learning from career and labour market information</p>	<ul style="list-style-type: none"> ● Every student, and their parents, will have access to good quality information about future study options and labour market opportunities. Key information up to date information will be placed on our website annually ● We will do our best to ensure they have the support of an informed adviser to make best use of available information. The Careers and Aspirations Manager’s contact details will be published on the website to aid this
<p>3. Addressing the needs of each student</p>	<ul style="list-style-type: none"> ● The school recognises students have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each student. The school’s careers programme will embed equality and diversity considerations throughout ● The school’s careers programme will actively seek to challenge stereotypical thinking and raise aspirations through a diverse range of activities and opportunities <p>Monitoring processes should account for this:</p> <ul style="list-style-type: none"> ● The school will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions

	<ul style="list-style-type: none"> ● The school will investigate ways so that all pupils have access to these records to support their career development. This could be through a linked document on the Dynamic Progress Reporting Software ● The schools will collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This will be done through the services of 15billion EBP ● The school will ensure that the advice given to each student is tailored to their individual needs and communicated in a suitable way ● The school will ensure that other relevant professionals are involved where relevant and practicable in supporting the CEIAG given to students. This could include SENDCo, LAC coordinator, MAS coordinator, Virtual School and Social Workers
<p>4. Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> ● We will promote opportunities for teachers to link curriculum learning with careers. For instance STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. This will be done through individual lessons, the options fair and key weeks such as Geography Awareness week, Science week and careers fairs ● By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers
<p>5. Encounters with employers and employees</p>	<ul style="list-style-type: none"> ● Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace ● This will be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes ● Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. This will be planned using the careers calendar and tracked and monitored systematically
<p>6. Experiences of workplaces</p>	<ul style="list-style-type: none"> ● Every student will have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks ● This will be fulfilled through a work experience opportunity in year 10 and further opportunities which become available such

	as industry visits and programmes such as Macfarlanes. This will be mapped appropriately on the careers calendar
7. Encounters with further and higher education	<ul style="list-style-type: none"> ● 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 ● By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils ● This will be facilitated through the careers fair, college open days, college visits and guest speakers. The CEIAG office will have a range of prospectuses and linked material for students to access. There will also be a CEIAG notice board advertising open days
8. Personal Guidance	<ul style="list-style-type: none"> ● Every student will have a one-to-one personal careers interview

5.0 Communication

This information will be shared with students, parents and staff at appropriate times via the website, the staff handbook, through Parents' Evenings and appropriate curriculum activities.

Communication with Parents and Carers

- The Careers and Aspirations Manager will be available at key parent events including options evenings, KS4 parents and information evenings.
- There will be a careers coffee morning for parents to drop in at strategic points in the school year
- Parents will be informed in writing of specific careers events involving their own child
- Careers events generally are shared via the school newsletter and social media channels

6.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with Newham Education Business Partnership, Newham Careers Network and 15Billion EBP.

We will promote our statutory duty to promote future pathways for our students through offering providers the opportunity to advertise their open days and admissions process on our careers notice board and careers section of our website. Interested providers should contact the CEIAG coordinator.

Annual Overview

Year 8

- Support for Option Choices
- Careers and Aspirations Manager at Options Evening
- Citizenship

Year 9

- Small group mentoring with Careers and Aspirations Manager
- External visits to neighbouring secondary school for Drama activities
- University Aspirational Visits
- Careers and Aspirations Manager at Parents' Evenings
- Citizenship

Year 10

- Work Experience, Boss Day, Assemblies
- College Visits
- University Aspirational Visits
- Careers and Aspirations Manager at Parents' Evenings
- Open day visits to prestigious colleges
- Careers Interviews with the Careers and Aspirations Manager (qualified careers adviser)
- Citizenship

Year 11

- Careers Interviews with the Careers and Aspirations Manager (qualified careers adviser)
- Careers and Aspirations Manager at Parents' Evenings
- Careers Fair
- Lunch time sessions – to complete college application forms
- Sessions for MAS student – completing application forms for prestigious colleges
- One-to-one session – working with potential NEETs
- Meeting with parents including those of potential NEETs
- Updated information on colleges & courses – school website, careers board, prospectus, application forms
- Support & advice in completing college application forms
- Advice and guidance for college applications
- College visitors to assemblies and drop-ins

If training providers would like to talk to our pupils about technical education and apprenticeships please contact the school's Careers and Aspirations Manager, Maruf Deen: maruf.deen@cumberlandcst.org to be included in one of our careers fairs or events.

Parents/carers are encouraged to get directly in touch with the Careers and Aspirations Manager if they would like any information or advice for their child. All students in year 11 will receive a one-to-one careers interview which can be conducted with parents present when requested.

7. Reviewing and Evaluating

The CEIAG programme at The Cumberland School is reviewed regularly by many people ranging from students, parents/carers, teachers, training/education providers and employers. Every effort is taken to ensure that feedback is provided via evaluation forms, work experience logs and feedback forms. This is then used to make amendments and improvements where necessary. We utilise the COMPASS tool which has been created by the Careers & Enterprise Company (CEC) to monitor and evaluate the careers programme at The Cumberland School.

The Careers, Education, Information, Advice and Guidance delivery is evaluated termly by the Careers and Aspirations Manager and Careers Lead and annually by the Senior Leadership Team.

At TCS we have a genuinely comprehensive intake and we work hard to meet the needs of all our students, from those who come to us with exceptional talents and abilities to those who require additional support. The staff at TCS are totally committed to ensuring our young people fulfil their aspirations, through progressing to college, university and working life.

We recognise and share the high aspirations that we believe local families have for their children and we will strive to bring out the best in every child through addressing their unique needs, nurturing their talent and developing their ambition. We are fully committed to providing a high quality educational experience so that all students can learn successfully.

Reviewed By:	Nazim Ahmed, Assistant Headteacher
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