Reddish Vale High School

Positively changing lives through personal growth and academic excellence

Careers Education, Information, Advice and Guidance (CEIAG) Policy

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RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

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1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. Mission Statement

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability Skills, Reddish Vale High School seeks to support all students in taking their place as suitably qualified and responsible adults within society. Our focus is upon career and options choices, raising the aspirations and transforming the lives of individual students by equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their future.

We have a school vision to uphold our achievement of the 8 GATSBY Benchmark standards for outstanding careers provision and a commitment to:

- **Providing a planned programme of activities to which all students from years 7-11 are entitled which will help them plan and manage their careers.**
- **Enabling student access to impartial IAG which is based on their needs.**
- **Ensuring that the CEIAGand Employability programme follows local, regional and national frameworks for good practice and other relevant guidance.**
- **Working in partnership with The Enterprise Advisor Network, GMCA and One Stockport Careers Education Forum to share good practice and further develop student opportunities**
- **Working with local colleges and training providers to ensure all students access education, employment or training at the relevant access points.**
- **Embed changing National Guidance to ensure the CEIAG programme is compliant with DfE guidance, including the Provider Access Legislation**
- **Apply the assessment framework from The Careers and Enterprise Company to ensure the Gatsby Benchmark Standards are consistently being met**

3. Student Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. Our programme is integrated into the whole curriculum and is structured to deliver explicit learning outcomes that meet the needs of our students and raise aspirations. A more detailed breakdown of the student entitlement can be found at the end of this document (Appendix 1).

Aims

- Help learners develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, attitudes and values.

- Support learners to investigate opportunities for further learning and employment, make decisions and manage transitions across key stages.
- Ensure all learners leave the school with employment, further education or training.
- Ensure all students access six provider encounters in line with the Post-16 Act 2022
- To embed the government careers strategy and its adoption of the Gatsby Career Benchmarks.
    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

4. Leadership

We have a designated SLT lead for Careers and Enterprise in the school who plans, co-ordinates and evaluates our careers programme. There is also a designated careers link governor. Faculty Leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in our personal development curriculum, tutor time activities and through additional opportunities across the curriculum. This is a coordinated approach through the work of the Careers and Enterprise Leader and is a continuous school improvement priority.

5. Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers, and Heads of Year liaise with our Careers and Enterprise Lead to help address the needs of all students. An independent Careers Advisor is employed for 1 day a week and provides IAG, and identified pupils receive support from our Designated Careers Advisor from Stockport Council.

6. The Careers Programme

Our careers programme includes careers education sessions, careers lessons (within the school's personal development programme), career guidance activities (group work and individual interviews), information and research activities, and employability learning (including 1 week of work experience in key stage 4). Other focused events take place throughout the year, e.g. a further education fair and mock interviews are provided at Key Stage

4. Work experience currently takes place during year 10. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

All students receive at least one careers interview with the employed Careers Advisor during KS4 and additional intervention strategies are introduced for those students who may find the transition to KS5 particularly challenging. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Advisor and our partnership with GMCA and OSCEF also provide an important contribution to the planning, design and delivery of all aspects of our careers education, including assemblies from inspirational speakers and employers, and allowing for current labour market intelligence to inform these processes.

Year 11 pupils at risk of not being in education, employment or training post-16, and SEN and LAC pupils are identified and have additional meetings with the designated Careers Advisor from Stockport Council, after which appropriate interventions are agreed and implemented. The support is arranged by the SLT careers link and relevant year team, and implemented well before any student at this risk is due to leave the school. An overview of our Careers Programme can be found at the end of this document (Appendix 2).

7. Stakeholder partnerships

The CEIAG programme is greatly enhanced by our links with a growing number of partners and volunteers. We will work with employers, training providers and FE/HE institutions. Parental involvement is encouraged at all stages. This is promoted through regular communications highlighting upcoming events and inviting volunteers. We will provide opportunities for students in Years 7 to 11 the opportunity to talk about technical qualifications and apprenticeships. We will work in partnership with local and national providers of post-14 and post-16 options and allow our students access to these providers in order to inform important transition points. Provider Access Legislation has been built into the CEIAG programme – please see section 11 of this policy.
We will seek and respond to stakeholder feedback. Feedback will be invited from all stakeholders including students, parents / carers, employers and providers.

- Changing Education Careers Advisor
- Stockport LA Careers Advisor
- Changing Education Work Experience
- Enterprise Advisor Network
- GMCA
- OSCEF

8. Resources

Funding is allocated in the annual budget-plan in the context of whole-school priorities and particular needs in the CEIAG area. The SLT lead for Careers and Enterprise is responsible for the effective deployment of resources.Monitoring and Evaluating the quality of CEIAG

The CEIAG programme will be measured against the Gatsby Benchmarks. This measurement will be carried out termly using the Compass evaluation tool. In addition to the Gatsby Benchmarks the Careers Leader will triangulate data from all stake holders to judge the quality of provision, make amendments and respond to

emerging needs of the cohort. As part of our monitoring and evaluating we will pay particular attention to our destination data and compare this against local and national trends.

9. Equality and diversity

CEIAG is provided to all students and provision is made for all students to access the curriculum. Students are encouraged to follow career paths that suit their interest, skills, strengths and aspirations with the absence of stereotypes. Speakers and employers who actively challenge career stereotypes are sought. For example, women in STEM related careers. All students are provided with the same opportunities and diversity is celebrated. Our CEIAG provision will seek to address emerging stereotypes that are highlighted within national labour market information and our own data.

10. Provider Access Policy Statement

Reddish Vale High School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Reddish Vale High School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical. Having access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET.

Reddish Vale High School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Reddish Vale High School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies throughout the year, in addition to providers attending careers events at school**.**

Requests for access
Requests for access should be directed to ***Charlotte Morrison***, Careers Leader. ***Charlotte Morrison*** may be contacted by telephone or email, ***c.morrison@reddish.stockport.sch.uk*** , 01614773544

Grounds for granting requests for access
Access will be given for providers to attend during school assemblies, timetabled Personal Development lessons, and Careers or Raising Aspirations events that the careers lead is arranging. Students may also travel

to visit another provider as part of the trip to be organised in partnership with ***Reddish Vale High School***

Details of premises or facilities to be provided to a person who is given access
Reddish Vale High School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise the event, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate. **Live/Virtual encounters**

Reddish Vale High School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology and safeguarding checks in advance will be required.

11. Further guidance and information

This policy should be read in conjunction with:

- The Gatsby Benchmarks
- The CEIAG programme of study
- The DfE Careers Guidance and access for education and training providers
- The Provider Access Legislation (previously The Baker Clause)

Appendix 1 – Statement of Entitlement

At all key stages you can expect:

- Access to a planned programme relevant to your year group.
- Help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- Information in relation to the world of work and how the labour market is changing.
- Information about further and higher education, training and apprenticeships and employment routes.
- To take part in activities which challenge stereotypes and raise aspirations.
- To develop your skills and qualities to improve your employability.
- To develop enterprise skills.
- To be well prepared for key transitions.
- Your speaking and listening skills and personal presentation to be developed for selection processes.
- Access to six provider encounters
- A range of employee encounters to increase your understanding of the different career sectors

By the end of Key Stage 3 you will:

- Begin to develop an awareness of your skills, strengths and preferred learning styles.
- Receive careers information, pathway options and on-going support from staff such as your tutor and year team.
- Take part in the GCSE Options event where you can access information about different curriculum areas and the benefits of studying certain subjects in Key Stage 4

By the end of Key Stage 4 you will have:

- Experienced careers education, developed labour market awareness, increased your understanding of your skills, knowledge and experience in relation to post-16 pathways, through tutor time and careers events throughout the year.
- Access to a qualified, impartial and independent careers advisor for personalised advice and guidance.
- Established a clear understanding of your skills, strengths and areas for improvement and the ability to link these to potential career choices.
- Been offered at least one individual appointment with a qualified, independent, impartial careers advisor.
- Devised an action plan towards your career goals.
- Take part in enterprise activities.
- Listened to talks about careers.
- Been given the opportunity to speak to representatives from various sectors of the work of work.
- Developed financial capability skills.
- Produced and reviewed a Curriculum Vitae.
- Written a formal letter, e.g. covering letter or personal statement
- Received and sought impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Practiced and developed presentation and interview skills.
- Accessed careers information and resources via the student futures office.
- Took part in taster days/sessions.
- Visited or spoken to representatives of further or higher education institutions such as colleges, universities or apprenticeships.
- Had the opportunity to take part in work experience.

Appendix 2 – The RVHS Careers Programme

The table below provides a brief outline of the careers provision students will experience in each year group. The programme is personalised and differentiated to ensure relevance and progress in students' learning, development and knowledge. It is also reactive to the needs of year groups and will be amended where appropriate.

Year 7	Finding out about me Understanding the career choices that are open to me Planning for the future School subjects at work My interests Time management Employer and provider encounters
Year 8	Exploring learning styles Discovering learning pathways Biases and career choices Developing links from classes to careers Increasing awareness of which career opportunities are open to me Employer and provider encounters
Year 9	Key employability skills Employer career matches Self-advocacy Making important decisions GCSE options events & careers links Employer and provider encounters
Year 10	CV building Interview preparation Application preparation University taster days College taster days Work experience Study skills and habits Employer and provider encounters
Year 11	Mock interview day Post 16 careers fair Further education presentations Independent CEIAG adviser 1-1 meetings Application workshops Practicalities of making applications Further exploration of options Work values, skills & attributes Support with transition to further education Employer and provider encounters

WAS Wellbeing Award for Schools 2022–2025
School Games Silver 2023/24
Member of Greater Manchester Chamber of Commerce
ssat member
BIG AWARD
Achieve + Learn Trust. Better, together.

The Careers team is continually implementing relevant career and enterprise opportunities in addition to what is outlined in this policy. In addition, all students have open access and individual timetabled meetings with Mrs Morrison (SLT careers lead) / Mrs R Townley (Changing Education careers advisor) / Ms Sarah Healey (LA careers advisor).