
 <p><b>Woodford County</b> High School for Girls</p> <p><b>SCHOOL POLICY</b></p> <p><b>Careers Education Information, Advice and Guidance Policy (CEIAG) Policy</b></p>	Effective Date : 27.09.2022	
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## WOODFORD COUNTY HIGH SCHOOL

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

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### 1. Vision:

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Woodford, a planned progressive programme of activities supports them from year 7 - 13 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and helps them to follow a sustainable career path. We want to ensure all students have the research skills and knowledge to access a wide variety of information, advice and guidance, allowing them to make informed decisions to become successful lifelong learners.

Woodford County High School endeavours to follow the National Careers Strategy: making the most of everyone's skills and talent for 11 – 19 in England (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.


### 2. Aims:

At Woodford County High School, our CEIAG provision will ensure that all students meet the eight Gatsby benchmarks for careers guidance:

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

This means ensuring that every student can:

- Understand what they can do to increase their chances of success at each stage of their education
- Develop the relevant employability skills to succeed at Woodford and beyond
- Reflect on their own skills and weaknesses in order to set realistic, challenging targets for the future

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### 3. Commitment:

The standard operating procedure ensures that Woodford County High School has a strategy to allow all pupils to access to a range of inspirational and informative experiences to prepare them for their future. Developing partnerships and opportunities will empower our students to make informed personal choices, stay in education, employment or training long after their time at the school.

We will make sure our guidance and teaching addresses all the Gatsby benchmarks; having a stable programme for careers, using labour market information in our work with pupils, making sure the needs of each pupil are met to the best of our ability during the time at Woodford. We will make sure our pupils have many opportunities to interact with employers and employees to appreciate the range of skills needed to be work ready.

We will be linking our careers guidance to post 16 providers and higher education establishments including careers days with sixth form colleges and opportunities to experience university life and enabling all pupils to have careers advice and guidance interviews with a qualified Careers Adviser.


We want our pupils to be ambitious, successful, resilient as well as realistic with their career aspirations. We will provide careers education and guidance to all pupils in year 7 to 11 using independent service providers as well as internal provision which is both impartial and inclusive. We will also ensure our parents and teachers are informed of pupil careers opportunities and our pupils are confident about their entitlement to careers guidance and education.

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#### 4. Statement of Entitlement:

Woodford county High School provides a CEIAG programme which:


- is presented in an impartial manner: this is defined as showing no bias or favouritism towards a particular education or work option.
- enables pupils to make informed choices about a broad range of options, including timely advice.
- helps to encourage pupils to fulfil their potential:
  - pupils should 'know themselves' and how their strengths, weaknesses and interests relate to the world of work
  - learning about different careers and opportunities
  - obtaining individual guidance
  - having work experience
  - gaining information about training, education and occupations beyond school.
- works to consciously prevent all forms of stereotyping in the advice and guidance provided to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers.

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## 5. Curriculum (Provision):

CEIAG is embedded throughout the school's curriculum in a variety of ways:

	Delivered through tutor	Delivered through Curriculum	Delivered through extra-curricular/enrichment activities
<u><a href="#">Key Stage 3</a></u>	<p>Form time activities and delivery of PSHCE lessons on careers (8 hours). Students learn about employability skills, careers options, apprenticeships, higher education etc.</p> <p>All students learn how to use relevant research tools e.g. Spring Pod, Unifrog and VirtualWEX package.</p> <p>Any relevant information on labour market and/or career related emailed as a groupcall, weekly student bulletin and termly careers bulletin to relevant year groups.</p> <p>One to one guidance on selecting options at GCSE; Year 9 Review Day</p>	<p>Students given talks to introduce them to a variety of new GCSE subjects allowing them to better select options.</p> <p>Every department in school includes CEIAG as part of their SEF. See CEIAG handbook.</p> <p>National Careers week in March incorporates careers related Department event for each year group.</p> <p>Students can discuss careers options with their subject teachers.</p>	<p>A variety of talks from speakers introduce students to the world of work.</p> <p>Array of opportunities like Haven House Enterprise Challenge etc. helps students understanding of the working world.</p> <p>Activities take place during National Careers Week in March. (Both in person as well as online)</p> <p>Online/ Virtual WE programme ongoing.</p>
<u><a href="#">Key Stage 4</a></u>	<p>Form time activities and delivery of PSHCE lessons on careers (8 hours). Students learn about employability skills, careers options, apprenticeships, higher education etc.</p> <p>All students learn how to use relevant research tools e.g. Spring Pod, Unifrog and VirtualWEX package.</p> <p>Any relevant information on labour market and/or career related emailed as a groupcall, weekly student bulletin and termly careers bulletin to relevant year groups to relevant year groups.</p>	<p>Every department in school includes CEIAG as part of their SEF See CEIAG handbook.</p> <p>National Careers week in March incorporates careers related Department event for each year group.</p> <p>Students can discuss careers options with their subject teachers. Subject talks for year 11.</p> <p>Students focus on GCSEs, with a more precise focus on studying different courses at Sixth Form.</p>	<p>Events continue as in KS3, plus: Year 10 students spend a day at work place to understand the world of work; 'Take your child to work'.</p> <p>All year 11 students receive interviews with an impartial Careers Adviser from Prospects.</p> <p>Taster sessions on various subjects.</p> <p>Invest In partnership and Medicmentor alliance allows students to gain discounts for various courses and summer schools.</p>

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	<p>They attend finance and employability workshops by professionals and Talks by employers and alumni.</p> <p>Year 11: one to one careers advise by qualified careers adviser</p> <p>Work experience for 2 weeks in July.</p> <p>External speakers.</p>	<p>WE talks and guidance by careers adviser.</p> <p>All students are encouraged to do virtual WE in addition to in perodn WE.</p>	<p>2 weeks of work experience in July to gain wide understanding of world of work and employability skills.</p> <p>Workshops by professionals. (Finance, Banking, Cancer Research, employability skills)</p>
<a href="#">Key Stage 5</a>	<p>As with KS4, but with an increased focus on progression after KS5 (UCAS guidance, apprenticeship information etc).</p> <p>Regular group calls for variety of opportunities and students have been using this information to attend various open days, sessions, events etc.</p> <p>One to one with form tutors to discuss university options, personal statement guidance and UCAS process.</p> <p>Workshops for Oxbridge preparation.</p> <p>1:1 career guidance</p>	<p>Department CEIAG introduces students to subject specific events and guidance such as STEM and mock medic interviews.</p> <p>Department displays on subject related careers options.</p> <p>Trips and visits.</p>	<p>Events continue as in KS3 and KS4 plus:</p> <p>Students have access to a very wide array of open days, access courses etc. Wide variety of employability masterclasses, guest speakers etc help enrich students'.</p> <p>Organised enrichment time table for KS5 students allow them to attend wide variety of sessions. Also Meeting time for HE as well as employee/alumni encounters.</p> <p>Display of information related to careers, university in the sixth form block as well as in Centenary Centre.</p> <p>Year 12: Work shadowing opportunity and voluntary service. All career related information on Teams updated regularly.</p> <p>A TV screen in open learning area to display career information.</p> <p>Debatemate Oxbridge preparation workshops for interested students.</p> <p>1:1 Careers guidance to selected students (External/SEN)</p>

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- For activities delivered through department, please see the CEIAG Handbook section.
- For enrichment and extracurricular see the careers event section.
- Careers Bulletin (Termly), End of term school newsletter, student bulletin (Weekly) and parents bulletin (Weekly)
- Providing regular information on 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. (Baker Clause 2017)
- Information provided through group emails, Termly newsletter and Careers Bulletin, website, Microsoft Teams for students and form time

## 6. Resources and Delivery:


CEIAG increasingly takes place online, and is moving towards a paperless Careers Library; through our subscriptions to Virtual WEX, Unifrog and free services such as National Careers Service, Speakersforschool and SpringPod

Unifrog will be used as a Careers Passport – students introduced to the service in Year 7 and will use it as a central place for storing their targets for development all the way through to Year 13. The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Financial allocation has increased reflecting increase in number of students each year to accommodate costs for Careers guidance, speakers and other expenses relevant to Careers Education.

A TV screen in open learning area to display careers information and opportunities. Termly Careers Bulletin is launched to provide information to all stakeholders.

Space for 1:1 Careers Guidance is allocated considering privacy and Covid guidelines. Number of hours for such guidance is increased from 28 to 34 hours.

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## 7. Roles and responsibilities:

### Head teacher

**Ms J. Pomeroy**

Prioritising the significance of careers strategy and the need for a whole school approach • Strategic oversight of this strategy and the allocation of resources to deliver it. • Monitoring progress made against the ambitions and success measures.

### Senior Leader and line manager (Careers)

**Dr. C. Ashraff**

Responsible for the strategic planning and leadership of careers guidance, including advising on policy and implementation of various events. Reviewing and evaluating the provision of careers. Mapping careers guidance with school development plans.

### Careers Lead/Coordinator.

**Mrs. M. Smith**

Responsible for the strategic planning and leadership of careers guidance, including reporting to senior leadership team, demonstrating and implementing the Gatsby bench marks. Reviewing and evaluating the provision of careers. Making sure the school website has up to date careers information for stakeholders, and ensuring compliance with legal requirements of independent careers advice for pupils. Networking with further education establishments, apprenticeship providers, external organisations and links with employers. Working on careers education and guidance lesson plans and cross curricular links to ensure quality careers provision.

To deliver quality education on careers, job markets and training providers to help pupils prepare for the next steps as well as being better informed and updated with career market changes. To encourage aspiration and enterprise from pupils as individuals and groups.

[\(smithM@woodford.redbridge.sch.uk\)](mailto:smithM@woodford.redbridge.sch.uk)

### Careers Advisers


**Ms C. Lasite (Prospects)**

To deliver impartial, unbiased, confidential advice to pupils on career progression and opportunities. To support all pupils in an individualised way, dependent on need. Liaising with staff, tutors, mentors, careers advisers, and SENCO and progress leaders to ensure pupil needs are met for careers guidance.

### Form Tutors

To support tutees to access careers guidance by facilitating referrals and keeping tutor group informed of careers opportunities such as careers fairs, apprenticeship vacancies and information on careers. Liaising with Careers coordinator and helping lesson delivery on careers lesson during PSHCE lessons.



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#### **All Staff**

To raise pupil's aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes. To provide curriculum and career related opportunities such as trips, talks, competitions, workshops etc.

**Our Link governor (Ms. Dal Chana) and Head of Sixth form (Ms. K Hasler) support the careers programme.**

#### **8. Links with other Policies:**

CEIAG supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Citizenship, PSHE, Work Related Learning, Equal Opportunities & Diversity, Health & Safety, Gifted & Talented and Special Needs. Equality and Diversity Careers education is provided to all students and provision is made to allow all students access to the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity celebrated.

#### **9. Professional Development:**


The school supports the Careers Coordinator to undertake relevant and necessary CPD to further their knowledge and understanding of career development work. For example on how to implement and achieve GATSBY Benchmarks

The Careers coordinator is also part of the Careers and Enterprise Company 'London Enterprise Advisor Network' which meets regularly to share best practice. Subject teachers, heads of year and tutors are regularly updated on careers related events via email and tutor meetings.

#### **10. Partnerships:**


Woodford County High works in partnership with the local employers, parents, the Careers and Enterprise Company, London Enterprise Advisers Network (LEAN), Post 16 providers, Higher Education providers, apprenticeship providers and local IAG networks to ensure opportunities are maximised for staff and students.

Alumni: The school has an enthusiastic Alumni (that can be contacted by Future First) that can provide inspiration and opportunities for current students. Our Alumni are professionals, can offer work place visits or become visiting speakers. Developing and delivering a coherent engagement plan for the Alumni is a key aspect of developing this strategy and success measures.

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#### 11. Stakeholders:

- Senior leadership and governors are involved in reviewing policy, supporting the careers programme and planning.
- Careers coordinator/ WRL coordinator is responsible for developing careers oriented PSHE lessons, coordinating work experience, organising careers fair and alike events, coordinating careers related events in school/departments.
- Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.
- Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via newsletters, careers bulletin, website and groupcall. A separate section on careers on school website provides parents various links and up dated information. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.
- Form tutors, teachers and admin staff are actively involved in supporting and implementing careers events.
- Our Careers adviser, Ms Claudia Lasite provides one to one careers advice to all year 11 and selected year 12 students.
- LEAN and The Careers and Enterprise Company (East London representative) and our Enterprise Adviser (EA)
- Careers Leader Hub – LEAN and NELTA
- Our alumni and a range of external providers are invited into school to support the careers programme. Role models including alumni, current apprentices and university students are brought in to raise aspirations, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.


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## 12. Evaluation and Review:

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and published throughout the school.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what skills they gained.
- Employer feedback from the Work Experience Programme/annual Careers convention
- Staff feedback on careers lessons, careers fair, talks etc.
- Gathering informal feedback from external partners and from parents.
- Quality assurance of careers lessons as part of the tutor time programme.
- Using Compass Tracker.
- Feedback from Redbridge coordinator Yim Wan Stezycki (Careers and Enterprise Company) and or Enterprise Adviser- Desiree Miller (KPMG)
- Student destination data.

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## Appendix 1


[Click here for Dfe guidance on CEIAG in schools July 2021](#)

### Ofsted Inspection Framework (Summary)

Careers education and guidance have a direct impact on two of the four key judgements (quality of education and personal development), and on the quality of provision of the sixth form where applicable. In two of these judgements, IAG is included in the judgement descriptor needed for good and outstanding judgements. Failure to provide this in the sixth form will lead to an inadequate judgement for the sixth form.

The information in this summary is taken from the Ofsted School Inspection Handbook.

1. A school may receive an earlier than scheduled section 8 inspection if there are 'concerns are identified about the breadth and balance of the curriculum (including if the statutory requirement to publish information to parents is not met)'. This could include concerns about the careers curriculum.
2. Evidence of impact for quality of education 'Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.' 'Pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations. Inspectors will also consider this.' 'Nationally published information about the destinations to which its pupils progress when they leave the school'
3. Personal development 'In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils.'
4. Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
  - unbiased careers advice
  - experience of work, and
  - contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire and supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

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- 5. 'the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps' will be used as a source of evidence of the quality of personal development.
- 6. In the grade descriptors for personal development (good and outstanding grades): 'Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.'
- 7. Sixth form provision Inspectors will consider 'the effectiveness of high-quality impartial careers guidance in enabling all students to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so' 'how leaders and teachers develop a curriculum that provides progression, stretch, mathematics and English for those young people without GCSE grades 9 to 4 (or legacy grades A\* to C), as well as work experience or industry placements and non-qualification activities'
- 8. Grade descriptor (for good and outstanding) 'The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.'
- 9. If 'the school does not ensure that sixth-form students get access to unbiased information about potential next steps, high-quality careers guidance, or opportunities for encounters with the world of work', then the sixth form will be graded as inadequate.