

**SCHOOL POLICY  
NEWLAND SCHOOL FOR GIRLS**



**CAREERS EDUCATION,  
INFORMATION, ADVICE &  
GUIDANCE POLICY (CEIAG)**

## **Our commitment**

At Newland School for Girls we are committed to ensuring that our pupils are effectively prepared for life after school. We ensure academic rigour supported by excellent teaching, and aim to develop in every pupil, the values, skills and behaviours needed to progress in life. Our pupils follow a programme of classroom and extra-curricular activities that cultivates a range of valuable employability skills, such as teamwork, problem solving, communication skills and application of literacy and numeracy. The development of those skills combined with an emphasis on resilience and grit provides our pupils with the ability to make successful transitions into education, employment and training.

Newland School for Girls is committed to fulfilling our statutory duty to provide CEIAG to students in Years 7 to 11 and to ensuring that all students have access to impartial and inspirational careers, information, advice and guidance in accordance with the 1997 Education Act, 2003 Regulations, 2008 Education and Skills Bill, and the latest statutory guidance: Careers guidance and access for education and training providers, October, 2018.

Activities are designed to inspire and motivate pupils and support progression into Further / Higher Education, training and work. Our model for CEIAG is based on the eight Gatsby Benchmarks detailed in the Good Career Guidance Report 2014 (see 2020\_2021 Careers Programme).

1.	A Stable Career 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

The policy is communicated to:

Governors (Governing Body meetings)  
Staff (briefings, SLT Meetings, intranet, website)  
Pupils / Parents / carers via the website and parents evenings.

## **Ethos**

We believe that effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success. Newland School for Girls is committed to developing a high quality CEIAG programme which empowers pupils to make informed career decisions. Our goal is to equip our pupils with the necessary skills to adapt to an ever changing economic climate, inspiring them to become life-long career learners.

## **Aims**

A comprehensive Careers Education Programme provides the opportunity for pupils' in years 7-11 to:-

- Develop *self-awareness* (a greater understanding of their strengths, current limitations, personal qualities, interests and values).

- Learn about *opportunities* (engage in career exploration of education, training and employment opportunities). The school has a provider access policy in place and ensures that pupils are able to access impartial information on a wide range of options available to them. Participating in work experience and work related learning; increasing exposure to a range of lifelong learning and career opportunities to support pupils to make effective decisions about their future.
- Develop *decision making skills* (understand and evaluate the pros and cons of the options available to them and take responsibility for decision making).
- Acquire the necessary career management skills to make a successful *transition* from school to further education, training or employment (preparing a CV, taking part in mock interview sessions, developing job search and employability skills and developing resilience).

## **Roles & Responsibility**

**Headteacher:** It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

**SLT lead for CEIAG:** The SLT will advise on and oversee the management of CEIAG. S/he will ensure that correct procedures are followed and that all pupils, parents and professionals involved have fully understood the school's role and what strategies will be implemented.

**Trust Careers Leader:** The Trust employs a Careers Leader whose responsibility it is to co-ordinate CEIAG and work experience, and to facilitate impartial careers guidance for pupils. The Careers Leader is also a qualified Careers Adviser and provides one to one career counselling to pupils.

**Careers Adviser:** In addition to the Careers Leader the Trust employs an additional Level 6 qualified Careers Adviser who works alongside the Careers Leader to provide targeted impartial advice, guidance and support.

**Careers & Work Experience Support Officer:** The Careers & Work Experience Support Officer supports the Careers Leader to organise work experience placements, careers events and taster days, liaising with pupils' parents and employers to enhance opportunities for pupils.

**Careers Adviser:** The school provides access to additional qualified careers advisers, brokering the services of Connexions (Hull City Council), an independent careers provider which has been accredited with the national Matrix Standard for information, advice and guidance (IAG). The Careers Adviser will work with individual pupils, and deliver group sessions, to ensure smooth transition throughout the key stages, raising aspirations and signposting pupils to further support services where appropriate.

**All teaching staff:** There is an expectation that CEIAG is linked to all curriculum areas; all teachers and tutors are responsible for signposting pupils to additional sources of information, advice and guidance. The tutor team deliver bespoke careers lessons to students in years 7-11.

**Governor with responsibility for CEIAG:** The Governor with responsibility for CEIAG should aim to familiarise the school's governing body with the CEIAG policy and ensure that school staff follow statutory guidelines. It is also the role of the CEIAG Governor to ensure that sufficient time and resource are allocated to CEIAG to fulfil the policy.

**Consultation:** Reviews involving all stakeholders will be held annually with a view to scheduling further meetings if required.

## **Funding & Resourcing**

The Careers Leader works closely with the Careers & Enterprise Company, the Humber Outreach Programme and our employer network to secure funding for careers activities. **The work experience programme is funded from a central budget.**

## **Provision**

**Equality & Diversity:** Newland School for Girls works consciously to prevent all forms of stereotyping in the advice and guidance we provide, ensuring that all pupils consider the widest possible range of careers. We aim to actively encourage pupils to consider non-traditional occupations involving pupils in regional projects such as girls into engineering and WIME Events.

**Careers Education:** Careers education is delivered within tutor lessons and off timetable days are held throughout the academic year. The curriculum is supported by visits, assemblies, bespoke careers visits and National Careers Week activities.

**Year 7: - Self-Awareness / Decision Making / Learning about opportunities** – Pupils develop self-awareness and decision making skills through a range of tutor based lessons, they are introduced to the concept of making informed choices and developing career management skills. Jigsaw sessions also encourage pupils to identify goals and dreams for the future taking into account personal values. The sessions also look at the skills required for the 21st century workplace, identifying personal skills, steps to achievement, managing set-backs and making responsible choices. In addition, Year 7 & 8 students take part in a STEM Careers Day encouraging them to recognise the value of STEM subject, consider careers using STEM, and challenging the myths relating to choosing a non-traditional occupation.

**Year 8: - Decision Making and Transition Skills** – The year 8 jigsaw programme focuses on decision making considering how the choices made at this stage influence pupil's futures. Pupils are also tasked with developing short, medium and long-term goals, in relation to developing resilience and employability skills, and making career choices. Year 8 bespoke careers sessions build on the knowledge gained in year 7 and develop a greater understanding of networks, opportunities, and employability skills. In addition, Year 7 & 8 students take part in a STEM Careers Day encouraging them to recognise the value of STEM subjects, consider careers using STEM, and challenging the myths relating to choosing a non-traditional occupation.

**Year 9: – Self-Awareness / Decision Making / Opportunities** – The year 9 Jigsaw programme focuses on who pupils dream of becoming, personal strengths and weaknesses, SMART planning. Aim Higher Day held at a local university enables pupils to find out more about higher education opportunities and the pros and cons of various pathways leading to Higher Education, including vocational learning, academic learning and apprenticeships. Bespoke curriculum sessions at the university enable pupils to make the link between school subjects, further study options and career possibilities. Y9 Careers lessons delivered in tutor focus on the world of work, LMI, salaries, work & benefits, and employee rights and responsibilities. Activities for year 9 pupils are supported by Hull University and The No Way Trust.

**Year 10 – Opportunities Transition Learning** – in year 10 careers sessions pupils gain a realistic understanding of what will come later in their career development, and acquire the coping skills they will need to make the transition successfully. Year 10 Jigsaw therefore focuses on: dreams for myself and the world; balance and perspective, legislation around work for young people and learning from labour market information. In addition to covering managing setbacks/ resilience building, and planning for success. Bespoke Careers Day 'Hire Me' focuses on preparing pupils for the world of work and their upcoming work experience placements. A parents evening is also held to highlight the work experience process to pupils

and parents, in addition to an apprenticeship evening which gives pupils and their parents the opportunity to explore work based options. Activities for year 10 pupils are supported by further and higher education providers, employers, apprenticeship providers, Job Centre Plus, and the Hull & East Yorkshire LEP.

**Year 11 – Decision Making & Implementing Plans** – Pupils are supported to review decisions and make applications in Year 11. Pupils apply for college and apprenticeships during careers lessons using the Common Application Process and the Find an Apprenticeship website, in conjunction with individual provider and employer websites. Sessions on interviews and CV preparation are delivered during tutor lessons. The objectives of the year 11 CEIAG programme are also met through activity based sessions involving on-line applications and CV preparation and mock interviews. The activities are supported by Hull City Council’s 14-19 Team, Connexions, and a wide range of local employers, training providers (including STEM Ambassadors), and HE and FE institutions (including STEM Ambassadors).

**Careers Information:** Pupils are introduced to careers information and a wide range of websites that can be utilised to obtain impartial careers information and are guided to ensure they are able to successfully sense and sift careers information, assessing its relevance and applying what they have learnt to their career decisions. Pupils and parents are invited to a careers evening which includes a presentation on Post 16 Options (delivered by The Trust Careers Leader) and a careers fair with a wide range of stands from FE, 6<sup>th</sup> Form, HE, and training providers in addition to local employers. The event enables pupils and parents to obtain further impartial advice and guidance regarding their options. In addition, pupils and parents are invited to a bespoke apprenticeships evening to highlight the benefits of the work based learning pathway. Pupils, parents and staff are also able to access The Careers Information Booklet from the website and regular updates with useful information and links are posted to the @nsghull Twitter page.

**Careers Guidance:** The school ensures that careers guidance is impartial through employing two dedicated careers professionals and also contracting additional guidance services from the local authority. Action plans demonstrate that the advisors are supporting pupils to manage their progression needs and signposting to a variety of opportunities and pathways. Support for pupils is targeted at certain key strategic points to meet individual pupil needs (including GCSE options, Post 16 choices, and GCSE results day). In addition to this the following groups are prioritised for guidance appointments:

- Pupils with Additional Learning Needs (provided with additional guidance and are fully supported in transition);
- Looked After Children;
- High risk of NEET;
- EAL pupils;
- School refusers, persistent non-attenders and pupils with low attendance;
- Young Carers; and
- PPI

**Monitoring, reviewing and evaluation:** Careers lessons, individual guidance appointments, taster sessions, work experience, off timetable days and careers evenings are evaluated from a range of perspectives including pupil, parent, teacher, employer, and provider input. Feedback is sought using feedback forms, work experience diaries, and evaluation forms. The evaluations are then utilised to develop the following years programme.

Destinations data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as pupil attainment and progression into FE, HE, training and employment.

The CEIAG provision is evaluated annually and reviewed termly.

CEIAG Policy last updated 05/05/21