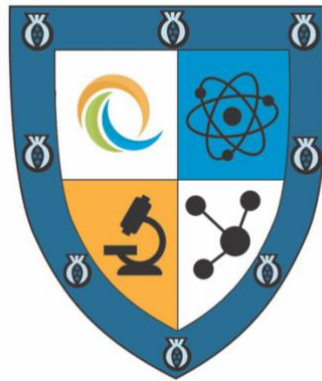




**CAREERS EDUCATION, INFORMATION,  
ADVICE AND GUIDANCE POLICY**

**for**

**University Collegiate School, Bolton**



**May 2022**

Review date: Summer Term 2024

## Careers Education, Information, Advice and Guidance Policy

### School Vision

To develop a whole school **experience** that allows students to be prepared with subject specific **knowledge** and **pedagogy** that secures the best **Life Skills** so that students are able to access the career and higher education **destination** of their choice.

The Board of Directors have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

### Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five

The policy also applies to Year 11 and 13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11 and 13, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.

All members of staff at University Collegiate School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor. Training and policy documents are shared with all staff to ensure the careers programme is fulfilled and delivered.

It is important, therefore, that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To ensure that the life skills of all students at the school are developed through the curriculum offer
- To enable all students to learn from information provided by the career and labour market

- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

In addition, the current strategic objectives are:

- To have careers and Life Skills interwoven throughout the T&L framework.
- Develop the work with outside support agencies and employers to enrich the careers offer at the UCS.
- Within the context of careers, develop the coaching and target setting to motivate and contextualise learning and progression in lessons
- Develop the employer engagement through subject specific curriculum links and enrichment activities
- Develop the progression of careers knowledge over KS3 and KS4 preparing for post 16 success

### **School Responsibilities**

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in KS4 and KS5.
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1
- University Collegiate School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted, careers guidance officer, careers hub, enterprise leader )

## **Director Responsibilities**

The Board of Directors will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The Board of Directors will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

There will be a member of the Board of Directors who takes a strategic interest in CEIAG and encourages employer engagement

## **Provider Access**

Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## **Monitoring, Evaluation and Review**

The Principal will ensure that:

- the work of the Careers Advisor and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The effectiveness of this policy will be measured in a variety of ways:
  - Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
  - The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against

- the equivalent figure from similar schools both nationally and within the county.
- Compass plus review package
  - Compass tri annually report of progress and completion
  - Destination data to the UTC hub and local authority
  - Destination variations over time
  - Retention of students from year 11-12
  - Enterprise advisor feedback and meeting minutes
  - GMACS self review toolkit
  - Parental and Student Life Skills questionnaire
  - GM Higher parental training and review

This policy has been reviewed with due regard to the Equality Act 2010 and Directors are aware of its contents.

Signed by:

*S. Bruton*

CEO

## Appendix 1

### The Gatsby Benchmarks

<b>1. A stable careers programme</b>	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.	<ul style="list-style-type: none"><li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li><li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li><li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li></ul>
<b>2. Learning from career and labour market information</b>	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 adviser to make best use of available information.	<ul style="list-style-type: none"><li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li><li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li></ul>
<b>3. Addressing the needs of each student</b>	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.	<ul style="list-style-type: none"><li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li><li>• Schools should keep systematic records of the individual advice given</li></ul>

		<p>to each pupil, and subsequent agreed decisions.</p> <ul style="list-style-type: none"> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Maths and English needs to be specific,</li> <li>• All subjects follow the UCS top ten careers in subjects checklist</li> </ul>
<b>5. Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience,</li> </ul>

		additional to any part-time jobs they may have.
<b>7.Encounters with further and higher education</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	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.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>



## Appendix 2

	Q	U	E	S	T
AIM	<p><b>QUESTIONING</b></p> <p>(Year 7)</p> <p>Questioning what skills students have for the world of careers, <b>and matching those skills to lessons and personal development plans.</b></p>	<p><b>UNDERSTANDING</b></p> <p>(Year 8)</p> <p>Understanding the different career options and different demands of the local labour market, <b>and matching those skills to lessons and personal development plans</b></p>	<p><b>EMPOWERING</b></p> <p>(Year 9)</p> <p>Empowering students to blend their career skills with specific challenges of the working world through the theme of ENTERPRISE, <b>and matching those skills to lessons and personal development plans</b></p>	<p><b>SECURING</b></p> <p>(Year 10)</p> <p>Securing work placements and developing the skills needed to be successful in chosen employment areas, <b>and matching those skills to lessons and personal development plans</b></p>	<p><b>TAKE CONTROL</b></p> <p>(Year 11)</p> <p>Taking control of your post 16 destinations and ensuring guidance is correct, pathways understood and applications are successful, <b>and matching those skills to lessons and personal development plans</b></p>

	U	P
AIM	<p><b>UTILISING</b></p> <p>(Year 12)</p> <p>Utilising and capturing the skills developed in school and link research, employability skills and academic progress to future destinations, <b>matching those skills to lessons and personal development plans.</b></p>	<p><b>PROGRESSION</b></p> <p>(Year 13)</p> <p>Progression skills embedded to ensure destinations to UCAS, apprenticeships or the working world are secured, <b>and matching those skills to lessons and personal development plans</b></p>

# University Collegiate School Careers Charter

## Careers Provision

### Year 7

- Online Careers Assessment—Kudos
- Local Careers Fair
- Introduction to Careers Library
- Introduction to Careers Adviser
- Visual displays – Posters around school

### Year 8

- Online Careers Assessment—Kudos
- Local Careers Fair
- 1-2-1 diagnostic careers meeting with careers adviser for identified students
- Attendance of careers adviser at Parents' Evening
- Attendance of careers adviser at Options Evening

### Year 9

- Online Careers Assessment—Kudos
- Local Careers Fair
- Assemblies with guest speakers
- 1-2-1 diagnostic careers meeting with careers adviser for identified students
- Motivational speaker
- Attendance of careers adviser at Parents' Evening
- University visit for identified students

### Year 10

- Online Careers Assessment—Kudos
- Local Careers Fair
- Assemblies with guest speakers
- Student Ambassadors from local colleges
- Cornwall Careers Show
- 1-2-1 or small group diagnostic meeting with careers adviser
- 3 X College Visits
- Assembly from local 6<sup>th</sup> form
- Workshops in:-Apprenticeships, Options, Qualification framework
- Work experience
- Attendance of careers adviser at

### Parents' Evening

- University visit for all students

### Year 11

- Online Careers Assessment—Kudos
- 1-2-1 guidance interviews with action plan from careers adviser – follow up appointments as required
- Mock Interviews – Rotary Club
- Apprenticeship workshop for focused students
- Completion of 16 plus forms
- Local Careers Fair
- Assemblies with guest speakers
- Workshops as required in: stress management, exploring websites, CV writing, Exploring HE, Getting around UCAS
- Attendance of careers adviser at Parents' Evening

All year groups will also have access to members of our alumni association for professional mentoring or further career information.

A very exciting resource!

## **Appendix 3**

### **Employer Engagement**

#### **Introduction**

This document sets out the school's arrangements for managing the access of Employer to pupils at the school for the purpose of giving them information about the Employer's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

#### **Opportunities for access**

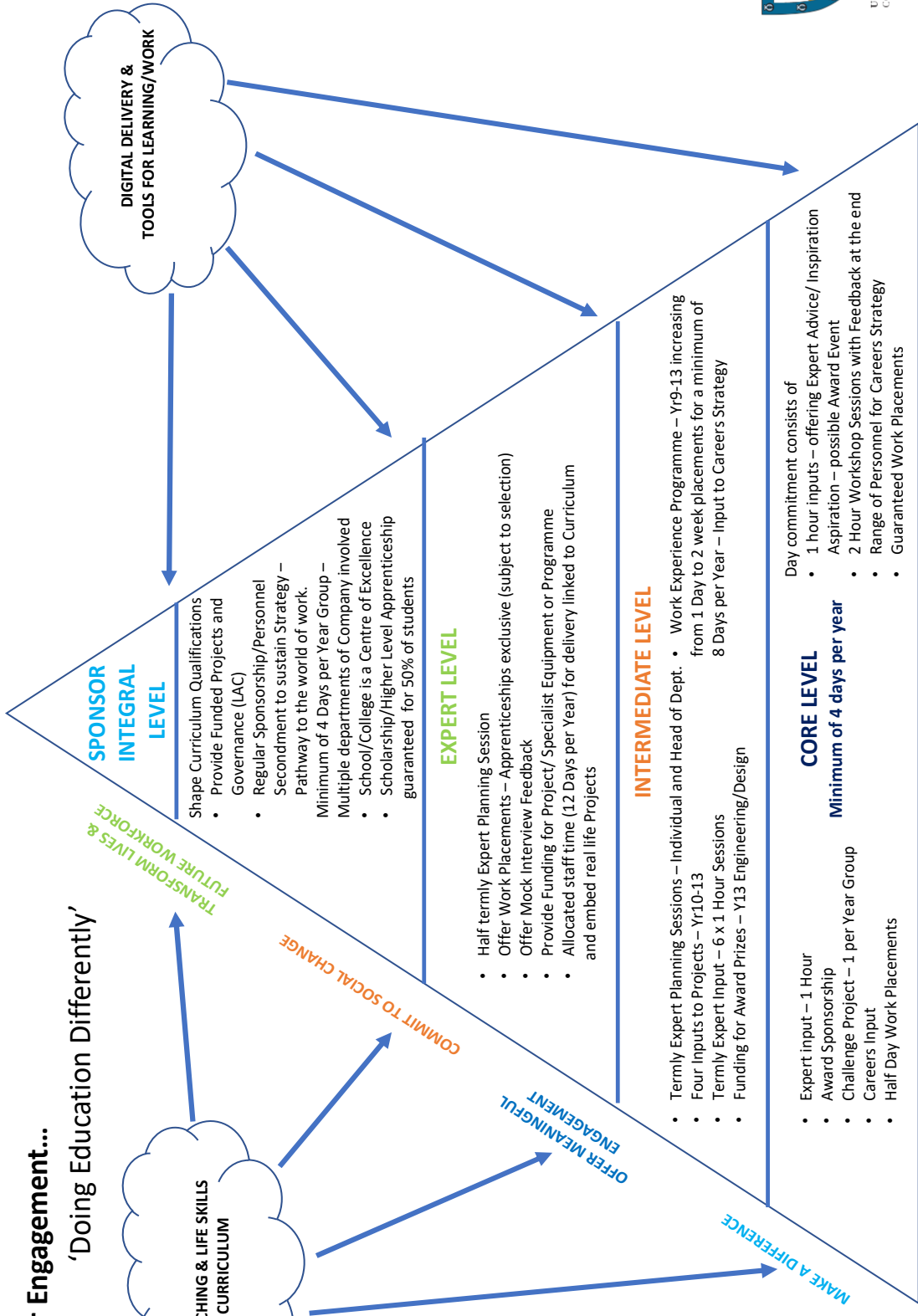
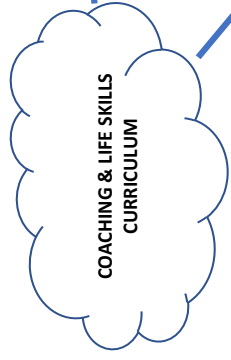
The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and Employer Engagement programme; an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

# Employer Engagement...

'Doing Education Differently'



## SPONSOR INTEGRAL LEVEL

Shape Curriculum Qualifications  
 • Provide Funded Projects and Governance (IAC)  
 • Regular Sponsorship/Personnel Secondment to sustain Strategy – Pathway to the world of work.  
 Minimum of 4 Days per Year Group – Multiple departments of Company involved  
 • School/College is a Centre of Excellence  
 • Scholarship/Higher Level Apprenticeship guaranteed for 50% of students

## EXPERT LEVEL

- Half termly Expert Planning Session
- Offer Work Placements – Apprenticeships exclusive (subject to selection)
- Offer Mock Interview Feedback
- Provide Funding for Project/ Specialist Equipment or Programme
- Allocated staff time (12 Days per Year) for delivery linked to Curriculum and embed real life Projects

## INTERMEDIATE LEVEL

- Termly Expert Planning Sessions – Individual and Head of Dept. • Work Experience Programme – Yr9-13 increasing from 1 Day to 2 week placements for a minimum of 8 Days per Year – Input to Careers Strategy
- Four Inputs to Projects – Yr10-13
- Termly Expert Input – 6 x 1 Hour Sessions
- Funding for Award Prizes – Y13 Engineering/Design

## CORE LEVEL

- Expert input – 1 Hour
- Award Sponsorship
- Challenge Project – 1 per Year Group
- Careers Input
- Half Day Work Placements

- Day commitment consists of
- 1 hour inputs – offering Expert Advice/ Inspiration
  - Aspiration – possible Award Event
  - 2 Hour Workshop Sessions with Feedback at the end
  - Range of Personnel for Careers Strategy
  - Guaranteed Work Placements

