



# Careers Education, Information and Guidance Policy

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## Linked Documents

‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DfE, January 2018

Adopted by the Governing Body:

Compliance Check: Annual

Review Period: 3 Years

### 1.0 Rationale and School Vision

Careers Education, Information, Advice and Guidance programmes (CEIAG) make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. Poltair School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. It is our responsibility as a school to raise awareness of the range of careers, career pathways and training opportunities on offer that suit students interests and abilities and enable students to make the best choices to help them follow sustainable career path and employability throughout their working lives.

### 2.0 Policy Scope

- 2.1 This policy has been reviewed in line with the 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).
- 2.2 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.
- 2.3 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.5 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- 2.6 All members of staff at Poltair 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 Leader.
- 2.7 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.
- 2.8 The governing body adopt this policy in order to provide a clear commitment to the framework for Careers Education, Information, Advice and Guidance.

### 3.0 Objective

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- 3.2 To ensure that all students at the school receive a stable careers programme. A summary of the Careers Programme can be seen in Appendix 2.
- 3.3 To enable all students to learn from information provided by the career and labour market.
- 3.4 The CEIAG programme should be individual and address the needs of each student.
- 3.5 To link the curriculum learning to careers learning.
- 3.6 To provide students with a series of encounters with employers and employees.
- 3.7 To provide students with experiences of workplace(s).
- 3.8 To ensure that students have a series of encounters with further and higher education.
- 3.9 To provide each student with the opportunity to receive personal guidance.

## 4.0 School Responsibilities.

- 4.1 The school has a series of statutory duties:
  - 4.1.1 All registered students at the school must receive independent careers advice during Years 7 to 11
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - 4.1.3 This advice must cover a range of education or training options
  - 4.1.4 This guidance must be in the best interests of the student
  - 4.1.5 There must be an opportunity for education and training providers to access students in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3.
- 4.3 Poltair 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 students' horizons, challenges stereotypes and raises aspirations. It provides students 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.
- 4.4 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 (eg. School Improvement Partner or Ofsted).

## 5.0 Governor Responsibilities

- 5.1 The governing body 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:

- 5.1.1 based on the eight Gatsby Benchmarks.
- 5.1.2 meeting the school's legal requirements.
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## 6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students 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.
- 6.2 All students in years 7-11 are entitled:
  - 6.2.1 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;
  - 6.2.2 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;
  - 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities
- 6.4 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

\* The provider access legislation is new guidance that comes into force from January 2023. It is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters in year 12/13 (not applicable to Poltair School)

Poltair School will ensure these encounters will be provided to our students.

In the context of the provider access legislation, a provider is an organisation that offers approved technical education qualifications or their representative, for example an FE college or training provider.

A provider, to whom access is given, must deliver an encounter that includes the following:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

The full statutory guidance from DfE can be found here [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/careers-guidance-and-access-for-education-and-training-providers).

## 7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:
- 7.1.1 the work of the Careers Leader and CEIAG events are supported and monitored
  - 7.1.2 member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
- 7.2.1 Feedback from stakeholders.
  - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.
  - 7.2.3 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.
- 7.3 The governors of Poltair School will review this policy every three years.

## Appendix 1 Summary of the Gatsby Benchmarks

### The Gatsby Benchmarks

### Appendix 1

<p>1. A stable careers programme</p>	<p>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.</p>	<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 students, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all students 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>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<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 to each student, and subsequent agreed decisions.</li> <li>• All students should have access to these records to support their career development.</li> </ul>

		<ul style="list-style-type: none"> <li>Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>
4. Linking curriculum learning to careers	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 student 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> </ul>
5. Encounters with employers and employees	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, students should participate in at least one meaningful encounter* with an employer.</li> <li>*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.</li> </ul>
6. Experiences of workplaces	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 student 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 student should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7. Encounters with further and higher education	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 student 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 students.</li> <li>By the age of 18, all students who are considering applying for university should have had at least two visits to</li> </ul>



		<p>universities to meet staff and students.</p> <ul style="list-style-type: none"> <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>
8. Personal guidance	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every student 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 Careers Programme Summary

### Year 7

Assemblies  
Introduction to the Careers Resources  
Introduction to the Careers Leader  
Introduction to Skillsbuilder  
Tutor time Careers Activities

### Year 8

Assemblies  
Careers Fair  
Subject Specific Career events  
Introduction to Skillsbuilder and usage  
Careerpilot Registration and age specific activities  
Tutor Time Careers Activities

### Year 9

Assemblies  
Tutor Time and Enrichment Day Careers Activities  
Subject Specific Career events  
Careerpilot usage  
Introduction to Skillsbuilder and usage  
Next Steps South West (NSSW) - HE awareness raising activities  
Next Steps South West (NSSW) – targeted cohort only events  
Options preparation – Careerpilot, exploring subjects and sectors/age specific activities  
Attendance of Careers Leader at Parents Evening  
Optional visit to local university (Penryn/Falmouth) Campus  
Enterprise Day

### Year 10

Assemblies  
Work Experience Launch, application and preparation  
Careers Fair  
Introduction to Skillsbuilder and usage

Tutor Time Careers Activities

Subject Specific Career events

Next Steps South West (NSSW) - HE awareness raising activities inc University visits

Next Steps South West (NSSW) – targeted cohort only events

Cornwall Skills Show

College/6 Form Taster Days

Apprenticeship Awareness raising

Attendance of Careers Leader at Parents Evening

Drop Down Careers Day

Work Experience Week

Careerpilot – exploring 16+ options and Pathway Planner

1-2-1 guidance appointments

## Year 11

Assemblies

1-2-1 Guidance appointments

Careers Fair

Tutor Time Careers Activities – 16+ pathway preparation (college applications, apprenticeships)

Mock Interviews (selected students)

Introduction to Skillsbuilder and usage

Attendance of Careers Leader at Parents Evening

Subject Specific Career events

Revision technique workshops

Apprenticeship Evening

Apprenticeship Show

HE Workshops

College Open Events

Apprenticeship Workshops

FE Drop In Sessions

National Citizenship Service Assembly and Tutorials

## Appendix 3 Arrangements for Provider Access

### Introduction

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Poltair 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. Poltair 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.

Poltair 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).

### Entitlement

All students in years 7-11 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 provider open/taster events and on site visits.
- to understand how to make applications for the full range of academic and technical courses and apprenticeships.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

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.

## Management of provider access requests

A provider wishing to request access should contact the Careers Leader, Lorraine Turner

Telephone: 01726 874520

Email: [lturner@poltair.cornwall.sch.uk](mailto:lturner@poltair.cornwall.sch.uk)

## Complaints Procedure

Any complaints about this policy should be raised to Richard Cardigan, deputy Headteacher, email: [rcardigan@poltair.cornwall.sch.uk](mailto:rcardigan@poltair.cornwall.sch.uk).

Richard Cardigan will raise the complaint to Mark Everett, Headteacher of Poltair School.

## Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Careers Leader and the Executive Leadership Team.

**Policy Coordinator:** *Lewis Pascoe*

**Policy Reviewed:** *January 2023*

## Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website.

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

The school will make a suitable space available for discussions between the provider and students, identifying the most effective opportunity for them to share information about education and training opportunities. The school will also make available ICT and other specialist equipment to support provider presentations.

Poltair School will provide an appropriate room or assembly hall or/and live virtual presentation to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. This will all be discussed and agreed in advance of the visit with the Careers leader or a member of their team. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader so that they can be displayed in the Careers Section of the school library.

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

**Providers who have been invited into Poltair School to date include:**

Bodmin College Sixth Form

Callywith College

Cornwall College Group

Cornwall Council Education Business Partnership – ASK Programme (Apprenticeships and T Levels)

Cornwall School of Mathematics and Science

Newquay Tretherras Sixth Form

Truro and Penwith College

Employers - regional, national and global who are offering apprenticeships including Imerys, A and P Falmouth, Pendennis, Kier, Babcock International, Armed forces