



FERRYHILL SCHOOL

POLICY FOR CAREERS EDUCATION
INFORMATION ADVICE AND
GUIDANCE (CEIAG)

PURPOSE:

The purpose of this policy is to ensure that all pupils have access to impartial and supportive careers education, information, advice and guidance which will enable them to make informed career decisions which are consistent with their abilities, needs and progression goals.

RATIONALE:

The Government's Careers Strategy (December 2017) and Statutory Guidance, Careers guidance and access for education and training (October 2018) set out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance was updated (September 2022) to expand on the aims set out in the strategy to make sure that all young people in secondary school get a program of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

At Ferryhill School we will use the Gatsby Charitable Foundation's Benchmarks (Appendix 1) to develop and improve our careers provision and ensure that we fulfil legal duties to ensure we provide independent careers guidance and provide opportunities to a range of providers to inform students about technical education qualifications, apprenticeships and employment opportunities with training potential. Ferryhill School's CEIAG plan, will be available on our website and sets out how the school intends to provide a fit for purpose careers program with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own progression plans which will enable them to succeed in their chosen career paths.

THE CEIAG PROGRAM AT FERRYHILL SCHOOL AIMS: -

- To provide appropriate careers guidance to enable students to make well informed decisions, to achieve their career aspirations and improve social mobility
- To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment. (Gatsby Benchmark 1)
- To develop the skills which will help them to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations (Gatsby Benchmark 3 and 7)
- To develop the skills, including communication and confidence that will be needed in new roles and situations.
- To encourage understanding and experience of the world of work through workplace visits and enterprise activities (Gatsby Benchmark 5 and 6)
- To promote equality of opportunity in respect of the protected characteristics of The Equality Act 2010 including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. To challenge stereotypical thinking and raise aspirations (Gatsby Benchmark 3)
- To encourage students to investigate career opportunities both locally and nationally using information about career paths and the labour market and through direct experience of the world of work, work related learning and enterprise activities (Gatsby Benchmark 2)
- To encourage students to implement their career plans by providing personal guidance with a Careers Adviser. To review and evaluate in order to make improved decisions and manage the transition processes effectively (Gatsby Benchmark 8)
- Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances.
- Best practice provision integrates careers guidance with a well-planned program of careers education. By doing this we will meet the Gatsby Benchmarks and statutory guidance. Students will also be given the opportunity to
- Have at least one meaningful encounter with an employer.
- Have meaningful encounters with providers of different learning opportunities (such as colleges, universities, sixth forms and independent training providers).
- Have at least one experience of a workplace either through work experience or a work place visit by the age of 16.
- Have knowledge of the various pathways available to them at the age of 16 years.
- To support positive transition post 16.

STUDENT ENTITLEMENT:

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents/carers. Our program is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

CEIAG IS TAUGHT/DELIVERED VIA:

CEIAG is delivered using a vast range of different strategies. The provision is delivered through the Personal Development program (PD) which includes curriculum time, cross curricula events, tutor time activities, off timetable events, visits and more.

Years 7 – 10 focuses on helping students to develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values. In addition, helping young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages and ensure that, wherever possible, all young people leave the school with employment, further education or training (Gatsby 1, 2)

- Year 10 Career enrichment focuses on applying for a job; CV writing, letter of application, preparing for interview, having a 1-1 interview, post-16 progression taster visits (Gatsby 2, 3, 5, 6, 8)
- Year 11 transition support and NEETs prevention
- Parents CEIAG evenings (10 & 11) (Gatsby 2)
- Career events (Years 7-10), incorporating Enterprise activities to develop employability skills (Gatsby 2, 3, 4, 5, 8)
- 1-1 focused Career interview. All students receive at least one careers interview with the Careers Advisor during KS4 and additional intervention strategies are introduced for those students. 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
- Career sector assemblies led by external providers (Gatsby 5,7)
- Information on Apprenticeships, Traineeships, FE and UTC's via assemblies and taster events
- Encounters with further and higher education (Gatsby 7)
- Motivational speakers (Gatsby 2, 3, 5, 7)
- Career carousels led by external providers (Gatsby 7)
- Focused Career week where all teachers focus on Careers that studying their subject could lead to (Gatsby 4)
- Linking curriculum learning to careers wherever possible (Gatsby 4)
- Whole school open access to independent advice and guidance through the school referral and drop-in service

PROVIDER ACCESS STATEMENT:

This refers to Ferryhill 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. All pupils in Years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers program 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, group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

MANAGEMENT OF PROVIDER ACCESS REQUESTS:

Procedure: A provider wishing to request access should contact: Cheryl Hanson (Careers Lead) who can be contacted on 01740 651554 or emailed at cha@ferryhill.school

OPPORTUNITIES FOR ACCESS:

A number of events, integrated into the school careers program and highlighted in our Career program, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Please contact Cheryl Hanson to identify the most suitable opportunity for you.

PREMISES AND FACILITIES:

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT equipment to support provider presentations. This will all be discussed and agreed in advance of the visit. Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for display in the Careers library.

A COPY OF THE PROVIDERS ACCESS POLICY CAN BE ACCESSED THROUGH:

CAREERS WEBSITE:	https://sites.google.com/site/fbeccareersandguidance1/fbec-ceiag-policy
SCHOOL WEBSITE:	https://ferryhill.school
TELEPHONE:	Cheryl Hanson 01740 651554
EMAIL:	cha@ferryhill.school

MONITORING, REVIEW, EVALUATION AND DEVELOPMENT OF CEIAG:

The following provision is reviewed by the Careers Leader and the Deputy Headteacher:

- Annual policy review
- Annual review of partnership activities
- Lesson and tutor learning walks / Career week as part of School Self Evaluation
- Feedback on the effectiveness of the CEIAG program is sought through student focus groups, and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.
- Systematic tracking of all activities linked to CEIAG and the Gatsby benchmarks encompassing sub group

CURRICULUM INTENT LINKED TO CEIAG DELIVERY

OUR INTENT FOR CEIAG:

- CEIAG is delivered through the Personal Development program within school which contributes to the whole school curriculum intent by developing students' knowledge, skills and the attributes they need to keep themselves healthy and safe to prepare them for life and work in modern Britain.
- The overarching intent of our curriculum for Personal Development is to:
- Develop and foster a love of learning
- To encourage students to embrace the challenges of creating a happy and successful adult life
- To equip students with the knowledge that will enable them to make informed decisions about their wellbeing, health, relationships, progression and to build their self-efficacy
- Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts, as everyone faces difficult situations in their lives. This provision will support students to develop resilience, to know how and when to ask for help and to know where to access support, when required
- To support students for the opportunities, responsibilities and experiences of adult life
- Equip students with the knowledge to become economically responsible citizens who contribute to the local community
- Encourage students to be enquiring and develop independent research skills
- Challenge students to strive for success and achievement
- Develop confidence and a 'can do' attitude to learning
- Provide a caring and supportive environment in which students learn and achieve their full potential

- The Personal Development department has defined some core first order concepts that we feel are essential to the development of knowledge and understanding. These are
- Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (physically, intellectually, emotionally and socially) balanced lifestyle
- Diversity and equality (in all its forms)
- Rights and responsibilities (including fairness and justice)
- Consent (in different contexts)
- Resilience (the skills and strategies we can draw on when faced with challenging circumstances)
- Careers and progression (including enterprise, employability and economic understanding)

THE IMPLEMENTATION OF THE PERSONAL DEVELOPMENT CURRICULUM:

We teach Personal Development via several different methods, including the tutor program, curriculum time in years 7,8 & 9, off timetable activities and cross curricula activities. Our program offers a holistic learning journey spanning the students school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world, tailored to feedback from students, staff and parents. This program will use a mindful approach to Personal Development, bringing together Personal, Social, Health Education, emotional literacy, social skills, mental health, resilience development and the skills required to make appropriate progression. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

THE IMPACT OF THE PERSONAL DEVELOPMENT CURRICULUM:

The impact of the curriculum will be seen on a regular basis in the knowledge students express in discussion and written work of various types during lessons, tutor, off timetable events and as homework. Over time, assessment information will indicate that students have a secure grasp of the intended knowledge as well as prior learning.

WORKING WITH THE WIDER COMMUNITY:

Delivery of Personal Development is not the sole responsibility of schools. Ferryhill Business & Enterprise College occasionally uses the services provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators, post 16 providers, higher education providers, employers and other visitors. People entering the school to help deliver a range of provision will be made aware of the policy and abide by it. A partner working agreement will be agreed and signed to ensure content and delivery fits the ethos, values and needs of Ferryhill School students.

INCLUSION:

ETHNIC AND CULTURAL GROUPS:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

STUDENTS WITH SPECIAL NEED:

We will ensure that all young people receive Relationship and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

GENDER, IDENTITY, SEXUAL ORIENTATION AND GENDER IDENTITY:

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that Relationship and Sex Education is relevant to them. Young people, whatever their developing sexuality and identity who attend Ferryhill School will experience Relationships and Sex Education that is relevant to them.

APPENDIX

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman entitled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers provision in schools.

The Gatsby Benchmarks are embedded in our careers programme and by meeting and exceeding these students at St Peter's receive outstanding careers education, as evidenced by the Quality in Careers Standard, which has been awarded to the school since 2010.

For more information on the Gatsby Benchmarks, please follow the link. <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>





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All pupils in Years 8-11 are entitled:

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- 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.

MANAGEMENT OF PROVIDER ACCESS REQUESTS

PROCEDURE

A provider wishing to request access should contact: -

MISS HANSON, CAREERS LEADER

TELEPHONE: 01740 651554

EMAIL: CHA@FERRYHILL.SCHOOL OR CAREERS@FERRYHILL.SCHOOL

And make a request, providers will be required to complete the schools "Agreement between Ferryhill school and External contributors" form.

OPPORTUNITIES FOR ACCESS:

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

PREMISES AND FACILITIES:

The school will make the main hall, classrooms or private meeting rooms available for discussions

between the provider and students, as appropriate to the activity.

The school will also make available ICT equipment to support provider presentations.

This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at

reception for the Careers library, which is managed by the Careers Leader.

The Careers library is available to all students.

External providers are requested to book in advance to minimise disruption, they are also politely requested to give as much notice as possible to changes/cancellation of activities being delivered to Ferryhill School students.

