



**Beacon High School Careers Education, Information, Advice and Guidance**  
**Policy**  
**September 2020**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Beacon High. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to develop and manage transitions as learners and as our future workforce. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy was developed by the careers team in the school, with support from the governing body, the federation to which the school belongs and the senior leadership team at the school. It sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. The CEIAG policy and Programme is reviewed once a year.

### **Aims and Objectives**

The Beacon School careers programme aims to encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school ensure students' readiness to take their next step in their learning or career.

The school follows the principles of the **Gatsby Benchmarks** (see references). The objectives for the careers programme are as follows:

- *helping students to understand the changing world of work*
- *facilitating meaningful encounters with employers for all students*
- *enabling students to develop the research skills to find out about opportunities*
- *helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work or further study*
- *enabling students to understand the range of different possible pathways through further and higher education and apprenticeships*
- *supporting inclusion, raising aspirations, challenging stereotyping and promoting equality of opportunity*
- *contributing to strategies for raising achievement, particularly by increasing motivation.*
- *awareness of their student entitlement to an effective CEIAG programme.*
- *for students to take an active role in their own career development, through experience of the world of work*

## **Statement of Student Entitlement**

During their time at Beacon High, all students can expect:

- the support they need to make the right choices for Key Stage 4 and informed support and guidance in their post-16 transition
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future

**During the academic year 2020/21 these may take a virtual or blended learning format.**

This will include:

- a meaningful encounter with a representative from the world of work each school year, currently from Year 9, with a view to expanding this to Y7 & 8 next academic year
- encounter with the world of work through work experience, World of Work activities, assemblies, careers talks (in or outside lessons), projects and visits
- hearing from a range of education and training providers, including colleges, universities and apprenticeship organisations; including visits and taster days, as well as assemblies talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group
- keeping parents/carers informed of their child's progress and providing them with information to support their career planning and decision-making. This will include parent events and targeted parent fora (additionally, parents/carers can attend careers meetings, by prior arrangement)
- being asked their views about the service they have received to ensure that students' needs are met

## **Parental Involvement**

Young people do not make career decisions in isolation - parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person.

Parental involvement is encouraged at all stages. Parents are kept up-to-date with careers related information on the school website and at open evenings/virtually. Parents are welcome at careers interviews and where necessary are invited.

### **Events for Parents and Carers**

During the Covid period, some of these supportive conversations will take place virtually or over the phone with the careers leader. Resources are being produced and made available in each Year Group's 'Careers' Google Classroom. Traditionally, parents/carers have been invited to discuss their son/daughter's progress at Parents' Evenings. Representatives of the careers team, as well as education and training providers, attend events for specific year groups. In addition, the school provides specialist events for parents including KS3 / 4 transition Options Evening, Careers fairs, and EAL / SEND parental support for post-16 transition. These provisions will return when it is safe to do so.

Parents/carers are kept up to date with career-related events and activities affecting their children, via letters and texts home as well as the school website/Be Ready portal and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home.

### **Careers Education**

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

#### **Years 7, 8 & 9**

Key activities: KS4/GCSE options choices.

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the KS3/4 options process.

By the end of Year 9, all students will have had the opportunity to:

- to use career resources to help them understand their preferences and options open to them and develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right option choices, including assemblies, parents' events, meeting with senior staff at school and the option of a careers meeting

## **Year 10**

**In the academic Year 20/21 this is likely to take a virtual or blended form. We will be closely monitoring the situation to make sure that experiences are both meaningful and safe.**

Key activities: Work experience and mock interviews.

Lessons include preparation to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options. These activities are supplemented with the use of UNIFROG.

By the end of Year 10, all students will have had the opportunity to:

- develop their self-awareness and career management skills, including writing a CV
- experience a work environment
- be interviewed by someone from the world of work
- experience a taster day in a sixth form or college setting
- be introduced to the different Post-16 pathways

## **Year 11**

Key activities: Post-16 applications.

Students will learn how to write a personal statement for Post-16 applications where applicable; get support to apply to their Post-16 institute; hear from guest speakers virtual events through form time from sixth forms, colleges and apprenticeship providers; attend group sessions discussing the different Post-16 pathways and key considerations when choosing Post-16 options. These activities are supplemented with lunchtime support sessions with the Careers Leader.

By the end of Year 11, all students will have had the opportunity to:

- use a range of sources of information (with support, as required) to explore Post-16 options
- attend events in school and out of school (virtually during the Covid Period) where they can speak to employers, colleges, training providers and universities
- apply for Post-16 options including back-up plans, as appropriate
- have at least one meeting (small group or one-to-one) with a careers adviser.
- continue to develop their self-awareness and career management skills for successful transitions

## **Needs-Based Referral**

The referral procedure works as follows:

- Heads of Year, Pastoral Managers or SENCO/Inclusion Team identify students who would benefit from early intervention, for example those with lack of direction or motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training)
- Year 11 Form Tutors' prioritise students based on their readiness to make post-16 decisions and the support they might need accordingly
- This system prioritises students for bespoke career interviews, helping to ensure that pupils of all abilities can access the support they need. This may take a blended form during the Covid period.
- For those students identified as being at risk of NEET, further interventions are arranged
- This support could include personalised curriculum in KS4, visits/virtual events to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school

## **Self-Referral**

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Pastoral Teams or DOLs. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

## **Careers Information**

Careers information is available through relevant displays. The careers library (in the Library) includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Online resources such as UNIFROG and a range of reliable websites collated by the careers adviser. Links are also available on the school website.

## **External Providers**

External providers are also invited into/or virtually school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various mentoring projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

See also, Beacon High Policy Statement on Provider Access to school.

## **Management and Staffing**

The Careers Lead is responsible for taking a strategic direction for careers work in the school; working under the direction of the Assistant Head with responsibility for careers and employability (Sarah McDonald), and working with the SLT, Faculty, Directors of Key Stages.

A broad range of staff support careers activities and careers learning at school including Heads of Year, Form Tutors and subject teachers. The Careers Lead, Razziya Siddique, takes a key role in supporting and administering career-related activities and events.

## **Staff Development**

The Careers Lead conferences and careers network meetings with local authority are also used, to keep up to date with best practice and legislation.

## **Resources**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

## **Employer Links**

Links with employers, businesses and other external agencies continue to grow with support from Islington Council and a growing network developed by the Careers Leader; which includes building up local community connections.

## **Equal Opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges. Role models including alumni, current apprentices and university students are brought in / present to our students virtually to raise aspirations and demonstrate possible pathways after Beacon High School, while non-traditional routes are also supported and encouraged. The school supports the transitions for those who are at risk of NEET.

The destinations of school-leavers are monitored and trends identified.

## **Monitoring and Evaluation**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

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

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, World of Work week activities, mock interviews etc.
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the pastoral programme
- student destination figures Post-16 and post-18 through LEA

Beacon High School is currently working to achieve the nationally recognised, DfE recommended Quality in Careers Standard award through Prospects, a dedicated quality award for careers programmes.

## **References:**

- Provider Access Oct 2018
- London Ambition Framework
- Islington 100 hours of work
- CDI Framework
- Education act 2011
- Careers Guidance and Access for Education and Training Providers (Department of Education, January 2018)
- Careers Strategy: Making the most of Everyone's Skills and Talents (Department of Education, December 2017)
- Good Career Guidance - The Gatsby Benchmarks (The Gatsby Charitable Foundation, 2014)

This policy will be reviewed on an annual basis.