





## Rationale

We are committed to supporting all students at Netherhall Learning Campus to look beyond their time at school, have high aspirations and to develop the skills required to make a positive contribution to society. CEIAG (Careers Education, Information, Advice and Guidance) not only underpins students understanding of what their options are but also how their actions now will impact their long-term futures.

## Aims:

- To support all students and parents to have high aspirations and for students move onto challenging and fulfilling destinations when they leave us.
- To ensure all students and parents understand the options available to students at key transition stages. (KS3, 4 & 5)
- To outline a clear and robust CEIAG Framework for each Year group.
- To ensure Staff regularly link students' current experiences to their future opportunities
- To ensure all students develop key employability skills through involvement in work related learning activities.
- To support students, parents and teachers to understand the local labour market and the impact on employment opportunities.
- To ensure all students have the opportunity to have meaningful engagement with employers
- Robust monitoring and evaluation using feedback from students, teachers, parents/Carers, Governors and external agencies of all CEIAG activities to ensure compliance with Gatsby Benchmarks.

## Monitoring and Evaluation of Careers Programme:

- **Careers Leader will monitor Careers programme on a termly basis.**
  - Strategies to be used include All Stakeholder voice
  - Analysis of our tracking systems for Careers related Activities
  - Work with our Enterprise Co-Ordinator and Mentor to evaluate and develop Careers Programme
- **Careers Leader will Evaluate Careers Programme on an annual basis and produce a report of findings**
  - Analysis of Destination Data
  - Stakeholders Voice

## Personal Guidance

Netherhall Learning Campus are currently exploring options from providers and are committed to providing the most effective service for students possible

## Key roles and responsibilities

Careers Leader & Business Engagement Leader are responsible for the implementation and reviewing of this policy. SLT, HOY's, HOD's, Subject Teachers and support staff will play an important role delivering the aims of the policy. The Principal oversees all decisions related to careers across the Campus.

## SLT

- To promote importance of a robust and innovative Careers programme across the campus ensuring a high profile is given to the strategy
- To support Careers Leader to implement a robust Careers Strategy
- To support Careers Leader to evaluate effectiveness of Careers Strategy.
- To Support Careers Leader to identify and deliver staff training
- To review and sign off Careers Policy.



#### Careers Leader

- To update SLT on updates to statutory requirements and Action steps required.
- Co – ordinate Careers Action Plan
- To work with all staff to co-ordinate whole school careers events.
- To write and review Careers Policy
- To communicate requirements to staff
- To work with Business Engagement Leader and HOD's to implement careers into the curriculum,
- To work with Business Engagement Leader and HOY's to ensure careers have a high profile and students from Year 7 to 13 understand the importance of careers.
- Maintain careers display
- To keep centralised record of all careers activity across the campus
- To evaluate the effectiveness of careers programme.

#### HOD's

- Identify careers activities on their action plan
- To ensure careers is embedded within scheme of work
- Promote importance of careers within department.
- *To ensure 1 career related activity takes place each half term for KS3/4 as well as 1 for KS5 (guest speaker, trip, resources delivered by teacher to link curriculum to careers and raise aspirations.....\*Objective to be on action plan.\**
- Complete the 'Careers Activity' Pack (see appendix)
- Contribute to a careers display
- Track and evaluate effectiveness of careers activity in their curriculum.

#### HOY

- To promote the importance of careers to all student & parents in their Year Group
- To ensure careers activities are embedded in Careers Action Plan
- To develop careers resources for their Year group
- Work with other HOY and Careers Leader to plan and organise whole school careers events
- *To plan a minimum of 1 careers related activity per half term (Assembly/Tutor Activities/guest speaker/ trip to work place or Learning provider)\*To appear on Action Plan\**
- Complete the 'Careers Activity' Pack (see appendix)
- Contribute to a careers display
- Track and evaluate effectiveness of careers activity in their Year Group.

#### Tutors

- To promote the importance of Careers with all parents and Tutors
- To communicate careers information to their students
- To encourage students to take part in organised careers related activities
- To deliver any careers related activities provided for their Tutor group by HOY.
- 

#### Expectations of students

- Will engage in work related learning activities
- Will take ownership of their behaviour and how this will impact their future
- Will dedicate time to considering what they want out of life
- Will research post 16/18 options
- Will work hard in school to achieve grades required



- Will attend extracurricular/events outside of the school day to get an awareness of what options they have
- Build a comprehensive Record of Achievement/Portfolio highlighting their achievements

### **Expectations of parents/carers**

- Will encourage their child to have high aspirations
- Will support their child to make post 16/18 options
- Will support their child to complete applications within set deadlines
- Will attend parents and option evenings
- Will support their child to understand importance of gaining a variety of work related learning experiences
- Will support their child to understand how their actions at school can impact their future

### **In order to achieve our aims the following whole school CEIAG activities are in place.**

- Maintaining an up-to-date careers website with links to reputable sources of careers information.
- Meet regularly with staff to arrange careers intervention at specific transition points for students requiring additional support.
- Giving students the opportunity to hear from and speak with Universities, apprenticeships and training providers about the options available to them at the end of Year 13
- Students learn more about networking and the use of social media to help boost their professional reputation
- Provide students weekly progression sessions to help them identify appropriate and reliable sources of careers information. (*See below for outline or Activities*)
- Provide students with 1:1 personal coaching to support student decision making
- Produce online and hard copy careers resources that encourage students to ask questions about where their subjects can take them in the future
- Deliver careers workshops and presentations on 'Careers in the Curriculum'
- Business Engagement with different subject departments to help students see how different school subjects are used in the world of work
- Business Engagement throughout the school year for both small and large groups of students
- Run whole-school careers fair and interactive workshops as part of National Careers & Apprenticeship Week, which gives students the opportunity to speak with a range of local and national employers operating in a variety of different industries
- Use of Alumni presentations
- Mock Interviews for all students
- Liaise with subject departments to ensure that all subject-specific school trips, guest speakers and workshops contain (where possible) a careers focus or an opportunity to speak with an employer from a related industry
- Trips to careers events, taster days, universities and work places
- Organise guest speakers for assemblies and extra-curricular clubs to speak with students about what they do and give students a better idea of the wide range of different career pathways they could pursue in the future
- Encourage students to enter local and national competitions
- Encourage all students to pursue appropriate volunteering opportunities that they might be interested in, so that they can develop the skills and experience desired by employers
- Help any students who are interested to find and apply for part-time work or volunteering opportunities outside of school time



- All Year 12 to take part in a meaningful two week work placement
- Destination support meetings for students and parents
- Application support for next step

## Outline of Careers Framework for each Year group

### Year 7

- Students learn more about different careers and job stereotypes.
- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of them.
- Career Vision action plan given to students and target for first year in school completed (e.g. 'improve attendance', 'get on to the school football team', 'get better grades in \_\_\_\_\_' etc.)
- Students complete tutor time activities to research a variety of careers and the qualifications required

### Year 8

- Students build on personal strengths and begin to link skills to specific careers related to their interests and the subjects they enjoy in school
- Students are introduced to the world of work and how it is constantly changing
- Students encouraged to think about what they might like to achieve after school
- Students are provided with a comprehensive GCSE Options booklet and a GCSE Options evening to discuss their choices.
- Career Vision action plan target from Year 7 reviewed and new target set for the academic year.
- Students identify specific areas of industry they are interested in during tutor time activities and research which options would be required in Year 9 to benefit their career path

### Year 9

- Students start to look at transferable skills and how they can begin to develop the skills needed for work through volunteering, extra-curricular and social action projects.
- What is important in a career? Students investigate different jobs and careers and what they mean in terms of lifestyle; budgeting and a good work/life balance and develop economic awareness.
- Students will look at what CVs, cover letters and online applications are and why applying for jobs/education/training need them
- Students begin to explore different pathways at post-16 and where these can lead, using the **Unifrog**.
- Career Vision action plan target from Year 8 reviewed and new target set for the academic year, now focusing on GCSE subjects and target grades as well as career aspirations
- Students begin to create their Record of Achievement/Career Portfolio

### Year 10

- Student will use local labour market information (LMI) to see what career opportunities might be available to them once they have left school, on a local, regional, national and international level.



- Students are encouraged to think about their employability and start producing a CV and Cover Letter template to use when applying for opportunities in the future.
- Explore different pathways at post-16 and where these can lead, using the **Unifrog**.
- Students are given an insight into the application process works so that they are able to apply for different sixth form, college and apprenticeship opportunities.
- Career Vision action plan target from Year 9 reviewed and new target set for the academic year, now focusing on targeted grades and potential post-16 pathways, including realistic back-up options
- Students continue to build their record of Achievement/Career Portfolio

### **Year 11**

- Explore different pathways at post-16 and where these can lead, using the **Unifrog**.
- Students will be supported to complete applications
- Students are encouraged to think about the kind of behaviour potential sixth forms, colleges, apprenticeship providers and employers look for, through taking part in assemblies and workshops with external speakers
- Students update and refine their CV and personal statements and take part in education/employment interview preparation and have a mock interview.
- Students learn more about networking and the use of social media to help boost their professional reputation
- Career Vision action plan target from Year 10 reviewed and new target set for the academic year, focusing on a post-16 progression plan that can be taken away at the end of the school year as a supporting document for future careers conversations
- Students will take part in practice interviews during school time working with outside agencies to provide real life and realistic interview situations

### **Outline of Year 12 Progression Sessions – 1 hour per week**

- Students will complete an identity project and complete a presentation
- Students will work in small groups to fundraise for a chosen cause.
- Students will complete a skills audit and create a personal development plan and track how they demonstrate key skills.
- Students will complete careers research project with reference to current labour markets
- Students will create CV's, covering letters and Personal statements
- Students will take part in Interview preparation
- Students will use Unifrog and other resources to research Post 18 options
- Students will research and organise a two week work experience placement
- Students will take part in work readiness activities

### **Outline of Year 13 Progression Sessions - 1 hour per week**

- Students will refine Post 18 choices
- Complete personal statements
- Complete applications for chosen destination
- Interview preparation
- Portfolio/Show reel /Audition development
- Student finance applications
- Finance and Budgeting
- Mock interviews



### **Staff training and support**

We recognise the need for staff to receive appropriate training to support their work in delivering the school programme of CEAIG education and offering opportunities to students. The School Leader/SLT, or other appropriate member of staff, will organise training related to the identified needs of staff as required.

### **Provider Access Policy**

#### **Introduction**

This policy statement 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.

#### **Pupil entitlement**

All pupils in years 8-13 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.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact [*Angela Shufflebottom*], [*Careers Leader*], Telephone: [*01484 382 140*]; Email: [shufflebottoma@nlconline.org.uk](mailto:shufflebottoma@nlconline.org.uk)

#### **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 pupils and/or their parents/carers

#### **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 AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with reception, all students will have access to these.

#### **Links to other policies**

See also the school's Curriculum, Assessment, PHSCE & Business Engagement policy.