



CEIAG and Work Experience Policy 'Careers at Watling'

March 2024

Introduction and Overview

The overall aim of careers education, information, advice and guidance (CEIAG) is to enable all students to make and implement well-informed and realistic decisions impacting their career journey. This allows students to successfully navigate change and transition. At Watling Academy, we are committed to ensuring that all students from Years 7 to 11 are well-prepared for their next steps when they leave school, be it for education or employment.

Our careers programme is designed to meet the needs of all students, by providing them with knowledge, skills and understanding to make informed and realistic decisions at key stages of transition. Through careers-related activities and our curriculum, we aim to inform students about the range of opportunities available and provide personalised guidance to support their decision-making. Through our PHSE/Well-Being programme we raise students' awareness of developing their employability skills that will equip them for success in their chosen careers. The Gatsby Benchmarks are embedded in our provision.

Watling Academy is a member of the Denbigh Alliance Multi Academy Trust which is committed to providing high-quality career guidance so that students can make inspired and informed decisions about future opportunities. To this end, schools within the Trust have a named Careers Leader who implements and measures careers provision against the Gatsby Benchmark Framework. The eight Benchmarks ensure quality careers guidance about further educational study options, technical pathways and the labour market.

A young person's career is their pathway through learning, life and work. All young people need a planned programme of activities to help them make decisions and plan their careers and lives, both in school and after they leave.

The need to inform, advise and guide students are generic processes which take place within a wide variety of contexts. The policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral opportunities.

The 1997 Education Act placed a duty on schools to give students in Years 9-11 access to Careers Education, Information and Guidance. This has been superseded by the Education Act 2011, which no longer specifies that careers has to be delivered within the curriculum. However, schools are required to ensure that their learners are able to access independent and impartial career guidance appropriate to their needs. This policy has taken account of the additional guidance issued to schools by the DfE in January 2018. Watling Academy endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and Citizenship (PDC), and the QCA guidance on Work Related Learning for all at Key Stage 4.

For the purposes of this Careers Education, Information, Advice and Guidance (CEIAG)

policy, the following definitions have been used:

- **E=Education** – providing students with the knowledge and skills needed to prepare and plan for their futures which includes planning ahead and considering all options that are available as well as the more practical aspects of applications, interview skills, employability and finance.
- **I=Information** – data on opportunities conveyed through different media, both mediated and unmediated, which includes face to face contact (individual, group, class etc.), written/printed matter, telephone helplines, IT software, internet etc.
- **A=Advice** – helping a young person to understand and interpret information, the provision of information and answers and clarification of misunderstandings. It involves helping young people to understand their circumstances, abilities, targets and options and how to go about a given course of action. Needs are identified and those who need more in-depth guidance and support are referred. Advisory work is usually provided on a one-to-one basis but may be provided in small or class groups.
- **G=Guidance** – to support young people to understand themselves and their needs better; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and support them to develop new perspectives and solutions to problems and be able to manage their lives better and achieve their full potential. Guidance may also involve advocacy and referral for specialist guidance and support by trained staff.

Commitment

Watling Academy is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-11 in partnership with the South-East Midlands Local Enterprise Partnership (SEMLEP, Personal Advisers and local businesses and services.

Development

This policy was developed and is reviewed through discussions with teaching staff, the school's Careers Advisor, students, parents, governors, advisory staff and other external partners.

Entitlement

Students at Watling Academy are entitled to careers education, information, advice and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership between each student and their parents or carers. The delivery of this entitlement is underpinned by the following values:

- Impartiality

- Confidentiality
- Ownership by the young person
- Promotion of equality of opportunity
- Transparency
- Accessibility

Meeting the Gatsby Benchmarks

The Department for Education released guidance in January 2018 stating that all schools should be meeting all the Gatsby Benchmarks by September 2020. Watling Academy endeavours to ensure that our provision for all students meets the Gatsby Charitable Foundation's eight Benchmarks as set out in the DfE guidance.

1. A stable careers program
2. Learning from Local Market Information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance

Staff Structure

The Watling Academy Local School Board/Link Governor is responsible for:

- Monitoring and overseeing careers provision at Watling Academy, including monitoring the evaluation of the Careers Education Programme.

The Headteacher is responsible for:

- Ensuring that adequate resources are made for the provision of CEIAG and that the school complies with the Statutory Guidance for CEIAG.
- Ensuring that the school complies with legislative requirements by providing adequate resources and through processes which support continuous improvement.

The Assistant Headteacher & Careers Leader are responsible for:

- Overseeing the delivery of the school's CEIAG provision. Including Leadership, Management, Co-Ordination, and Networking.
- Managing the referral process in school.
- The action planning and target setting programme.

- Ensuring Line-management in relation to CEIAG is effective at Watling Academy.
- Whole school CEIAG CPD.
- The production and updating of the Careers Education Information and Guidance policy.
- Meeting the Gatsby benchmarks.

The Independent Careers Adviser (Level 6 or 7) is responsible for:

- interviewing Year 9 students who request or may require support regarding Key Stage 4 options.
- Interviewing all Year 11 students regarding Post-16 options.
- attending sessions for parents at transition points.

The Care and Opportunity Administration team is responsible for:

- the administration of careers including tracking destination data for school leavers in Year 11
- the organisation of work experience, curriculum and personal development opportunities.

The Head of PSHE and Wellbeing is responsible for:

- Providing a scheme of work for Years 7-11 which is informed by the National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and Citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4. This scheme of work will be delivered by Form Tutors, teachers and visiting speakers.
- The training needs of staff involved in delivering Careers Education.

Heads of Department are responsible for:

- ensuring that their curriculum has identified relevant and specific career links.
- ensuring that schemes of work identify links to careers, and that teachers refer to these where relevant within lessons.
- leading the development of resources and may recruit external speakers to promote careers within their subjects.

Subject teachers are responsible for:

- highlighting links between careers and their subject area were identified through curriculum planning. Develop and deliver relevant Careers Month activities to promote careers within their subject area. This may include (but is not limited to) videos, articles and websites, employer resources and external speakers.

The Heads of Year are responsible for:

- Monitoring the effective delivery of careers education in tutorial sessions.
- Identifying and targeting key students who have a particular need for careers guidance or differentiated provision, drawing them to the attention of the careers team, for example, when looking for a suitable work experience placement.

Form Tutors are responsible for:

- delivering aspects of the careers programme during tutorial sessions.
- Providing education and support about careers informally and through mentoring and tutor consultation sessions, particularly in preparation for transition points and work experience.
- developing an individual understanding of students' aspirations and goals.

Note: All members of staff at Watling Academy are expected to be aware of the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Adviser.

Budget

Funding is allocated in the annual budget to support Careers Education. Funding for developments in the school's improvement plan is considered in the context of whole school priorities. This budget is managed by the Assistant Headteacher/Careers Leader. This will be allocated towards, but not be limited to; Software licences (Such as Unifrog), updating resources (such as books, display materials etc.), Stationary, Reprographics, and additional equipment.

Delivery

In Years 7 to 11, careers education is delivered through the school's **tutorial programme** and through Wellbeing lessons, following a curriculum planned to ensure progression. Careers talks are given on a regular basis to extend student awareness of the variety of roles and opportunities provided through different sectors. Assemblies and off-timetable days are used to provide guidance at key transition points to make students aware of the opportunities available to them. Further opportunities are provided

through extra- curricular opportunities such as trips, clubs, curriculum days such as Teentech, and work experience programmes.

Careers education is also linked to the **subject curriculum** during lessons and Careers Month when all departments produce lessons linking their subject to career opportunities, skills and pathways. External speakers and presentations may be used to extend students' understanding of the relevance of their subject to the world of work. Subject displays provide further information.

Parents/Carers are informed of careers opportunities and supported through their child's transition points through information provided on the school's website and through careers-related evenings or virtual presentations.

Before the end of Year 11, all students will be offered a careers interview focusing on progression and pathways with an **independent Careers Adviser**. Key identified students from Year 9 and Year 11 may be targeted for additional guidance to support their next steps.

Information about careers is available for students on the **school's website** and on **Unifrog**, to which all students have access.

Students have an opportunity to take part in **Work Experience** for a week in Year 10.

The Careers Leader liaises with the SENCO to ensure that students with specific needs are catered for, for example, in identifying suitable work experience placements and providing additional appointments with the Careers Adviser.

Promotion and sharing of careers information and opportunities

All students and parents/carers are made aware of the location of Careers resources. Students receive more detailed inductions at the following points:

- Introduction and guidance using Unifrog.
- Year 9 and Year 11 in association with Key Stage Transition guided choices.
- Year 10 in relation to Work Experience.

Monitoring and Evaluation

- The Careers Leader meets with the Careers Link Governor twice per year to review and monitor the quality of provision.
- The Compass self-evaluation online form is completed termly, supported by the Careers and Enterprise Company.

- Student feedback from the Work Experience Programme and employer engagement activities.
- Employer feedback from the Work Experience Programme and employer engagement activities.
- The Independent Careers Adviser carries out annual evaluations with students who have attended one-to-one interviews.
- For Year 11 students, data is collected about students' intended destinations prior to leaving school, and after leaving school in September and December. This is used to identify trends and to feed into reviews of our careers provision.

Assessment

Career learning outcomes are identified and a framework for the students to be aware of what they have achieved is in place. Year 10 students are assessed on Work Experience. Students who need extra individual help are identified and seen by the Careers Advisor.

Staff Development

Staff training needs for planning and delivering the careers programme will be identified annually.

Monitoring and Reviewing

Teaching is reviewed as part of the Senior Leadership Team, Heads of Department and Heads of Year monitoring. The Careers programme is reviewed annually by the Assistant Headteacher, Careers Leader, Careers Advisor, and other teaching staff to identify desirable improvements. Students are also involved in the role by providing feedback throughout the year through whole school student voice activities.

Careers Information

Students and parents receive information about careers opportunities through a variety of channels. At transition points this information is shared through assemblies and specific evenings such as the Year 9 Options Evening and Learning Pathways Evenings. This allows both students and parents to speak directly to members of staff to gather the information that they need in order to make informed decisions about the students' future.

Information about the Year 9 Options process and Post 16 opportunities is shared with students pastorally through their Heads of Year and Form Tutors. All students that require a more specialised careers interview have access to this.

There is also a Careers section available on the school website.

Careers Advice

Members of SLT, Heads of Year, Heads of House and Form Tutors offer informal advice through their daily one-to-one contacts with students. They are well-placed to understand the varied needs of their students and have an in-depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a student with an issue they wish to discuss. In this role, staff are expected to clarify students' options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resources or source of help. Advice is also provided by curriculum teachers and other professionals working at or visiting Watling Academy.

In order to support staff to deliver impartial and timely advice, this policy will be published to all staff.

Careers Guidance

Guidance may take place in a number of settings, both formally and informally including one-to-one discussions, group activities, the provision of, and support in using information and IT applications. The taught curriculum and pastoral support system also offer a range of guidance opportunities. All staff have a responsible role to play in providing guidance for young people in school.

In-depth guidance on personal, learning and work issues is given by specially trained Careers and Personal Advisers. From Year 9, students can arrange an interview with a Career's Advisor.

One-to-one help is available for all students at key decision-making points in Years 9 and 11 by Form Tutors, Heads of Year, Heads of House, the SENDCO and the Senior Leadership Team and Careers Advisor.

Equal Opportunities

The school consciously works to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. School staff actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. For further details, please see the Denbigh Alliance Trust's Equality and Diversity Policy which can be accessed on the Trust's website.

Employability

Our aim is for all students to have had six meaningful encounters with employers and have met all ten employability goals by the time they reach the end of Year 11. Employability information including information about local growth sectors are shared regularly with students and shared through the school website. Lessons will include dual

objectives supporting students to develop as effective learners and to develop key employability skills, especially those related to STEM based careers.

Work Related Learning (WRL)

The curriculum includes planned learning, which is undertaken through work, for work and about work. It is provided through assemblies, tutor time and vocational opportunities at KS4. Other WRL takes place across the curriculum and is signposted in schemes of work. A main element of WRL is Year 10 Work Experience.

Work Experience

Work experience for all Year 10 students takes place over one week in the summer term. Preparation for work experience takes place during tutor time and specific assemblies, as well as supporting families in helping their child to find a suitable work placement. Placements are arranged by students and their parents/carers with the support of Watling Academy staff, including Form tutors, Head of Year, Careers Leaders and Careers Advisor. Work experience support is embedded within the Year 10 registration/Tutorial programme.

The administration of placements is completed via the Unifrog platform. All placements are checked for suitability, health & safety and insurance. As well as permission from parents/carers. Members of staff will be responsible for monitoring student progress on work placements, either visit or call all students who take part in work experience. As well as gathering evaluation feedback from students and employers about their work experience.

Statement of Intent

The following provides guidance and informed planning for the Work Experience programme for interested parties including Governors, school staff, parents, and Careers Professionals within Education. Work Experience provides a basis for developing the three aims of CEIAG. They are concerned with helping students’:

- Self-development: Helping students to understand themselves and to develop their capabilities.
- Career Exploration: Helping students to investigate careers & opportunities.
- Career Management: Helping students to implement their career plans.

Aims of work experience

The objectives for Work Experience, as outlined in Learning from Work Experience (QCA 1998) remains an excellent basis for work experience today.

- Develop social and personal skills:

- Provide the opportunity to be more aware of strengths and weaknesses.
- Develop confidence in unfamiliar situations.
- Demonstrate suitable behaviour towards colleagues and, where appropriate, customers.
- Gain an understanding of 'equal opportunities and the implications of stereotyping.
- Undertake an adult role in a supportive environment.
- Develop punctuality and reliability in the workplace.
- Understand the importance of lifelong learning.
- Enhance their employability.
- Develop an awareness of the world of work:
- Investigate the wide variety of work opportunities available.
- Gain an insight into the organisation's operation.
- Raise awareness of current health & safety issues and develop safe working practices.
- Understand the role of technology in the workplace.
- Gain a better understanding of the relevance of the school curriculum to the world of work in order to:
 - Appreciate the skills needed to do a job.

The Work Experience Programme for Year 10

Work Experience Preparation for Year 10 students commence in the late part of the Summer Term when they are still in Year 9 and runs until the debriefing and feedback has occurred towards the end of Year 10.

Preparation for work experience includes:

- Approaching employers in order to secure a placement or placements.
- Discussing issues and requests with tutors and the work experience coordinator in school.

- Participating in work experience activities in tutor time.
- Contacting employers when a placement has been secured to find out more about the work placement to be undertaken.
- Inputting Work Experience details within the placement tool of Unifrog.

Placement – may involve the students in:

- Doing a job.
- Helping/shadowing someone to do their job.
- Sampling a number of different jobs.
- Carrying out specially constructed tasks.

Placements are tailored to meet the needs of the individual student. Nearly all students undertake the one-week programme, however, less independent students may be able to carry out a ‘placement’ within school if the support to do so is required.

Monitoring

During the placement, in conjunction with the visiting or calling member of staff, the student is expected to discuss their achievements, identify any problems, identify appropriate targets and, in some cases, reconsider the suitability of their chosen placement. A record of these discussions/visits is made by the visiting staff member and kept on file by the work experience team.

Debriefing occurs following the placement, in tutor time to:

- Help the students discuss what they did.
- Reflect upon their experience.
- Identify skills they have improved.
- Acknowledge what they have learned.
- Consider ways forward for the future.

Evaluation

Students evaluate the success of their placements and the programme as a whole via their student reflection in Unifrog.

Employers complete an evaluation for the student via the Unifrog platform.