



Rawmarsh Community School A Sports College

CEIAG Policy

## CEIAG Policy 2020-21

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#### **1. What is CEIAG?**

CEIAG stands for 'Careers Education, Information, Advice and Guidance.'

#### **2. Our Aim**

At Rawmarsh Community School, we aim to send all of our students into an ever changing world able and qualified to play their full part in it. We are committed to ensuring that all students have the best educational experience possible and believe that our students should have high aspirations for their next educational steps and future career aims. To achieve this aim, we are proactive in helping students to find the right pathway to enable them to excel in the career they wish to pursue.

#### **3. Government Expectations**

According to The Government's careers strategy, published on 4 December 2017, schools across the country should 'make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.' To achieve this they recommend that schools adopt the following the 8 Gatsby Benchmarks, which is fundamentally what good careers education, information, advice and guidance should look like:

1. A stable careers programme
2. Learning from local labour market information
3. Addressing the needs of each student
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

The Gatsby Benchmarks will become statutory by December 2020 and by adhering to them and adapting but still enabling core provision with regard to covid19 restrictions, we can be confident that we are complying with the careers guidance requirements set out in our funding agreements.

#### 4. Provision

Careers and employability education at Rawmarsh is embedded explicitly into the curriculum through our Social Studies programme, which is accessed by Y7 – Y11, as well as through Tutor time. We also endeavour to make subject specific links to careers through both GCSE core and option subjects; directed time for training is allotted to support teaching staff in delivering this effectively. Gatsby 2,4 5,6,7 and 8 are enhanced through enrichment via external providers including: workplace visits, mentoring programmes and a wide range of activities at higher education institutions. Through individual guidance and advice, led by our Careers and Post 16 Transitions Manager, students are informed and supported to make informed decisions at each stage of their career progression. Below are examples of our careers provision including both curricular and extra-curricular opportunities.

| Year                           | Example provision   |
|--------------------------------|---|
| Y7: Experience and Knowledge   | <ul style="list-style-type: none"> <li>● <b>Tutor:</b> 'Start' tracker and locker</li> <li>● <b>PSHE/Social Studies:</b> Term 1 How jobs have changed/ jobs of the future: Myers Briggs/Buzz test. Exploring personal identity/skills/strengths/job roles.</li> <li>● <b>'Year 7 'Careers &amp; Employability'</b> drop-down day - encounters with employers and HE. BBC Young reporter.</li> <li>● <b>UniGo</b> Sheffield Hallam University/ <b>HEPP</b> HE sessions</li> <li>● <b>Enterprise</b> activity in partnership with 'Wentworth and Elsecar Together'</li> </ul>   |
| Y8: Experience and Choice      | <ul style="list-style-type: none"> <li>● <b>Tutor: START</b> 'world of work' section: explore by industry / specific job roles / look at live vacancies/ Introduction to choosing my GCSE's &amp; where could GCSE subjects take me?</li> <li>● <b>PSHE/Social Studies:</b> Autumn 2 British Values: Images / Stereotypes: who would you employ? Spring 2 - aspirations/career choices/GCSE choices and subject taster sessions</li> <li>● <b>LEAF and GUTS world of work visits</b></li> <li>● <b>Year 8 'Careers &amp; Employability'</b> - encounters with employers and careers personality.</li> <li>● <b>Enterprise – MOSAIC</b> national completion (Princes Trust)</li> <li>● <b>Guidance</b> Student and family individual guidance around Y8 option choices April.</li> </ul> |
| Y9: Empowerment                | <ul style="list-style-type: none"> <li>● <b>PHSE/ Social Studies:</b> active citizens and post-16 pathways/alumni</li> <li>● <b>Survey:</b> identify and collect student preferred area of career interest</li> <li>● <b>Visits:</b> Subject (post-16 and post-18) and 'world of work' specific visits based on student interest and choice</li> <li>● <b>Enterprise – Tenner Challenge</b></li> <li>● <b>Mentoring - Business</b> mentoring through MOSAIC &amp; <b>HE</b> – mentoring thorough TUoS 'US in Schools' undergraduate mentoring scheme</li> </ul>   |
| Y10: Education and Information | <ul style="list-style-type: none"> <li>● <b>PSHE/Social Studies:</b> Spring 2: Active citizen/ skills for employment/ researching and applying for WEX. Skills South Yorkshire lesson activity: exploring local job sectors and companies.</li> <li>● <b>Tutor:</b> Value of volunteering encouraged: info on local opportunities via school website info and readytowork social media (active link to pledge BV bronze -something that benefits your community through a (random) act of kindness). Start: life as an apprentice (various case studies) &amp; employer spotlight case studies.</li> </ul>  |

|                           |   |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>● <b>Work Experience:</b> Students supported to identify local opportunities to experience the workplace and build up skills and experience through voluntary work experience towards the end of Y10. High quality virtual work experience offer.</li> <li>● <b>'Step Up'</b> programme offering employability support for specific cohort of students with additional needs.</li> <li>● <b>Post-16</b> taster afternoon &amp; <b>Parental involvement</b> Year 10 Information Evening</li> </ul>  |
| Y11:<br>Individualisation | <ul style="list-style-type: none"> <li>● <b>PSHE/Social Studies:</b> Rolling programme of identifying relevant post-16 pathways and supporting individual applications for education and apprenticeships in the Autumn term</li> <li>● <b>Year 11 support:</b> including mock interviews with visiting employers and ASK workshops to inform about specific aspects of post-16 provision.</li> <li>● <b>External provider input:</b> programme of assemblies/resource gallery of external providers including local post:16 organisations; specific apprenticeship support for the relevant cohort of students from the Spring term</li> <li>● <b>Parental involvement:</b> Y11 parents evenings and virtual content</li> </ul> |

### 5. Measuring Impact

The following table includes some of the ways in which we are monitoring, reviewing and evaluating the impact of our CEIAG provision on our students.

| Gatsby Benchmark                                 | Monitoring, Review and Evaluation   |
|--|---|
| 1. A stable careers programme                    | <ul style="list-style-type: none"> <li>● Student Voice to review the quality of key components of CEIAG on offer within the curriculum and enrichment</li> </ul>  |
| 2. Learning from local labour market information | <ul style="list-style-type: none"> <li>● Student Voice to gauge level of understanding of demand for specific qualifications, skills and posts</li> <li>● Review impact of staff CPD on this strand through Staff Voice</li> </ul>  |
| 3. Addressing the needs of each student          | <ul style="list-style-type: none"> <li>● Review data on specific pupil groups including: Pupil Premium and SEND pupils to ensure effective targeted careers guidance</li> <li>● Review numbers per specific pupil groups that have go on to FE / HE destinations compared to previous years</li> </ul>                                      |
| 4. Linking curriculum learning to careers        | <ul style="list-style-type: none"> <li>● Regular reference to career options and employability skills in lesson times; integration of HEPPSY+ subject related content</li> </ul>  |
| 5. Encounters with employers and employees       | <ul style="list-style-type: none"> <li>● Track through Star &amp; Compass+ encounters with employers and further education so that every learner has experience of a meaningful encounter each year</li> <li>● Student Voice to establish reaction of learners to encounters with employers e.g.'exit surveys' on drop-down days</li> </ul> |

|   |  |
|---|--|
| 6. Experiences of workplaces                    | <ul style="list-style-type: none"> <li>● Case Studies of students who have accessed work experience</li> <li>● Ongoing review and expansion of our network of employers</li> </ul>   |
| 7. Encounters with further and higher education | <ul style="list-style-type: none"> <li>● Track the number of visits which each learner has taken to FE and HE providers</li> <li>● Student Voice to find out how the visits to providers have influenced learners' decisions</li> </ul>                                |
| 8. Personal guidance                            | <ul style="list-style-type: none"> <li>● Track all interventions with a career guidance practitioner</li> <li>● Staff Voice to determine how they've embedded CEIAG into their lessons and identify any career and employability information training needs</li> </ul> |

## 6. Equal Opportunities

All students are provided with the same opportunities to access careers provision and every opportunity is taken to challenge stereotypes, raise aspirations and celebrate diversity. Students at Rawmarsh are encouraged to follow career paths that suit their interests, skills and strengths – and make informed decisions. The destinations of our leavers are closely monitored, and our younger students informed, so we are aware of trends and opportunities.

## 7. Roles and Responsibilities

All staff at Rawmarsh Community School are expected to have a role in supporting students to develop their employability skills and informing students about a range of career pathways.

The Governing Body and Senior Leadership Team ensure that the independent careers guidance provided to students is:

- Impartial and promotes aspiration for all
- Based on information on a wide variety of education and training options including: apprenticeships, other vocational pathways and further or higher education
- Individualised guidance that is in the best interests of the students to whom it is given

## 8. Access for Technical Providers

Schools in England “must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships.” (The Baker Amendment: Section 42B of the Education Act 1997)

Therefore, to comply with the obligations stated above, this section of the policy provides guidance for technical providers who wish to access the school to support students in making informed choices about their post-16 options.

### Procedure

To request access, a providers should log on to the school website and find “Careers and Employability” under the “Students” tab on the menu bar. Then within the “Careers Programme,

Provider Access Arrangements and Destinations Information” sub-section, providers will find the ‘Provider Access Form’ which should be completed in the first instance. On this form providers will need to include the following information:

- Name of company and contact details
- The learning opportunities provided for students
- The type(s) of event being requested

Alternatively, providers may contact the Careers Leader by email, phone or formal letter using the contact details at the end of this policy.

Please note that, to comply with the school’s safeguarding policy, we will need the name, date of birth and address of all external staff who visit the school from providers seven days in advance of a visit so that barred list checks can be made.

#### Opportunities for Access

Providers, who wish to come into school to speak to students and/or parents and carers, may find that some of the following events already embedded into the school calendar are useful.

- Careers Days & Virtual Input
- Y8 Options Evening
- Social Studies Lessons
- Assembly
- Parents Evening

Alternatively, any technical providers wishing to speak to students about employment or training opportunities which are heavily linked with a particular curriculum area can liaise with our Careers Leader about how best to access students within this subject.

Providers are also welcome to send a copy of their prospectus or other relevant course literature to the Careers Leader who will review suitability and, if appropriate, make it available to students.

#### Grounds for Granting / Refusing Access

All requests for access should be made at least 6 weeks (a typical school half term) in advance of an expected date for the planned session. Every request made will be given due consideration by the Careers Leader; those approved will be given clear instructions prior to the event on visitor parking, visitor registration and the contact member of staff who will greet them.

The school reserves the right to decline requests for a number of reasons, including (but not restricted to) the following:

- if the information is not seen to be in the best interest of students or there are concerns about the ethics or quality of the provision; this may include students receiving misleading or inappropriately subjective information which may be of benefit to the provider and not students
- if the type of access required is not feasible for a certain event, for instance if the school do not have the facilities necessary to host an event or the event compromises health and safety or carry safeguarding concerns
- if such attendance would provide an imbalanced view of available provision
- if the provider’s input would not be relevant to a particular event

- if the request is not timely, for instance if they impinge on students' preparation for public or internal exams or students have already accessed information from similar providers
- if there is a clash between the request and a pre-arranged school event

In such cases, Careers Leader would inform the provider of this decision and the reason why. If the provider wishes to appeal this decision they can contact the member of SLT with responsibility for CEIAG.

#### Premises and Facilities

The school will make available an appropriate space based on the nature of the activity being provided. For sessions involving larger cohorts, the Main Hall has seating for in excess of 200 students. For smaller cohorts, a suitable classroom(s) can be made available. The Main Hall, and all classrooms within the school have audio and visual facilities available for use to facilitate the use of presentations or video clips. Any AV requests should be discussed and agreed in advance of the visit with the Careers Leader.

### **9. Contact**

For more information about our careers programme, or to request access, please see the list of contacts below.

#### **SLT with responsibility for CEIAG**

Amanda Hawkridge (Assistant Headteacher) – [ahawkridge@rawmarsh.org](mailto:ahawkridge@rawmarsh.org)

#### **Careers & Post-16 Transitions Manager**

Rachel Mullins - [rmullins@rawmarsh.org](mailto:rmullins@rawmarsh.org)

#### **Link Governor for CEIAG**

Tom Downes [tdownes@rawmarsh.org](mailto:tdownes@rawmarsh.org)

To contact by phone, provider should call 01709 710672 and ask to be put through to the member of staff concerned.

Formal letters should be addressed to: Rawmarsh School, Monkwood Road, Rawmarsh, Rotherham, South Yorkshire, S62 7GA

This policy was originally written in October 2018 and updated in June 2019 & in September 2019 and 2020. The next review of the policy will take place in September 2021.