



# Alderman Knight School

## Careers Education, Information, Advice and Guidance (CEIAG) Policy

Date Reviewed	January 2022
Reviewed By	Rachel Dickinson
Next Review Due	<b>January 2025</b>
Ratified by Governors	

Timetable for Review	Annually	2 Years	<b>3 Years</b>	4 Years
Status	Statutory	Gloucestershire CC		School
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## Contents

Aims.....	2
Objectives.....	2
Equal opportunities.....	3
Planning, preparation and organisation at each key stage.....	3
Parental involvement.....	6
Monitoring and evaluation.....	7

## Aims

Alderman Knight School follows the statutory guidance 'Careers Guidance and access for education and training providers.' (July 2021) with the aim of providing excellent information, advice and guidance to its pupils and their parents/carers so they are able to make informed choices at times of transition.

The school aims to prepare pupils for post-16 and adult life. Each pupil will develop an understanding of the opportunities for them so they are able to feel part of their community and contribute in a variety of ways. Pupils will understand that secondary education is just the start of their journey and therefore feel positive about moving on to further education, employment, and training or volunteering.

## Objectives

- Careers education, advice and guidance (CEIAG) will be tailored to each pupil so it is relevant for their needs. The Education, Health and Care Plan (EHCP) review process will enable the school, the parents and the pupil to agree on the individual transition needs and plan accordingly.
- Careers education will be embedded in all curriculum subjects so pupils can link their academic learning with the real world of work.
- Careers education and information will be gained through encounters with employers.

- Pupils will develop their readiness for work by being given increasing responsibilities in school and opportunities for leadership. They will learn behaviours and social and communication skills for the work place through the behaviour for learning system.
- Pupils will be helped to identify their unique strengths and be encouraged to use them in a range of situations. They should understand how their strengths can be applied to the world of work.
- Pupils will have an individual interview with a qualified Careers Adviser at least annually from Year 9 to discuss their aspirations and create a Transition Plan. The Adviser will attend EHCP reviews to give advice and information to parents.
- Pupils will have careers information available to them at an appropriate level. They can choose from written, online or verbal careers information to help them better understand their area of interest. Pupils will be encouraged to consider a wide range of options through the use of information and guest speakers.
- Pupils will be inspired by talks from outside speakers or visits to Skills Festivals or local colleges. Pupils can meet a wide range of colleges and training providers at the school careers fair. Local employers will also be invited to special events such as mock interviews. The school will work closely with the national apprenticeship service to promote these as an alternative to staying in full time education.
- Pupils will gain a realistic insight into Post 16 options by knowing the destinations of previous pupils.

### Equal Opportunities

Pupils should understand how the Equality and Diversity legislation affects employees and employers. They will be challenged about stereotypical views and learn from role models. The school believes that all pupils, no matter what their background or ability should expect to meet their full potential and be able to contribute to society and their local community when they leave education.

### Planning, preparation and organisation at each key stage

Careers education and information will be delivered in discrete sessions in Tutor led PSD lessons. The school follows the recommendations of the 8 Gatsby Benchmarks (April 2014.) These benchmarks are in place to ensure schools follow a gold standard in their careers delivery.

1. A stable careers programme.
2. Learning from careers and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum to careers.
5. Encounters with employers and employees.
6. Experiences of work places.
7. Encounters with further and higher education.
8. Personal Guidance.

Gatsby Benchmark	Practice in school
<b>A stable Careers Programme</b>	The school has 5 fortnightly dedicated lessons for delivery of Personal, Social, Health and Careers lessons with a planned

	<p>programme across key stages. Key Stage 2 and 3 use the PSHE Association Framework for Pupils with SEND as a guide and it includes careers education as part of 'self-awareness' and 'The world we live in.'</p> <p>Key stage 4 pupils have careers lessons that follow an Asdan programme to ensure they have the essential skills to prepare them for their next steps.</p> <p>Year 9 pupils have a lesson to explain the 'preparation for adulthood' phase of their education before the start of the year 9 EHCP review to help them understand the changes and expectations ahead of them.</p> <p>The careers programme is further enhanced by GFirst LEP events arranged by the county SEND Enterprise Co-ordinator. For example, in year 10, all pupils are invited to go for a mock interview with a local employer at the Gloucester LEP base.</p> <p>Post-16 students also have a high level of careers education in their curriculum. A day a week is devoted to employability and a further day is used for PSHE type activities and education. During this time the students attempt challenges that are part of an Asdan award and have guest speakers, employer visits, a visit to the apprenticeship show and the skills show, travel training and a range of other activities that are designed around the needs of the students.</p> <p>The Careers Programme has the backing of school governors and is monitored via feedback from staff and pupils plus regular 'learning walks' by the Pastoral managers.</p>
<p><b>Learning from Career and Labour Market information</b></p>	<p>The school benefits from having an Enterprise Adviser who has many links with industry and the local community. He is a self employed recruitment consultant who specialises in working with employers to improve their recruitment and selection process. He is in regular contact with the Careers Leader to ensure her knowledge is up to date and well informed.</p> <p>The school Careers Leader also gets regular Labour Market information bulletins from the Careers and Enterprise company that she can share with students and parents to help them understand where the jobs are increasing or declining.</p> <p>The school keeps records of school leaver destinations and keeps current pupils, teachers and parents informed about what really happens to our leavers after they leave us. Information about former students is used in lessons and assemblies to help pupils get real information about life after they leave school. Although</p>

	<p>we are required to track pupils for three years we are able to track for six years or more in many cases.</p> <p>Former students are invited back to talk to students about their career after leaving school. They are all invited back two terms after they have left us to talk about what it is like leaving school and moving on to college. Former students and parents feel comfortable to contact us at any time and talk about their life after school.</p> <p>All students are informed about trends in the labour market. The Post 16 Students have a more in-depth presentation by the School Enterprise Adviser and the whole school have an assembly about what's going on in the world of work by the Careers Leader.</p>
<p><b>Addressing the needs of each pupil</b></p>	<p>As a small school we are able to take a highly individualised approach when addressing the needs of each pupil. They each have an Individual Education Plan (IEP) which works towards the longer term outcomes on their EHCP. From Year 9, some of these individual IEP targets are connected with preparing for adulthood so will connect to increasing employability skills.</p> <p>The school careers programme challenges stereotypical thinking and encourages pupils to aim high. The school ethos as a whole is to be ambitious for our pupils and this is reflected in the wide range of qualifications they access and the high behaviour expectations.</p> <p>Individual advice given to students is recorded on their transition plan from Year 9 and this is added into the 'Preparation for Adulthood' section of the EHCP.</p> <p>The Careers Leader keeps a summary of each pupil's aspirations and intended destination. The aspirations are passed onto their next educational setting and the school tracks them at least three years after they have left Alderman Knight School.</p>
<p><b>Linking curriculum Learning to Careers</b></p>	<p>Each subject lead at Alderman Knight School is committed to linking their subject to careers, life skills and employability skills. For example, in ICT they will learn about where the jobs are in ICT and what types of technology are used in work. They learn how ICT is used to communicate and run a business online. In Science, pupils learn independence and self regulation. They learn about safety, risk, ethics and responsibility. They attend the science festival each year which promotes careers in science.</p> <p>Maths lessons are always linked to the real world to motivate students. For example, why learning to calculate an area is important for a painter or carpet fitter. Many students will go shopping in the local supermarket with the school to learn how to</p>

	<p>use money, interact with staff and see people in a work environment.</p> <p>Some pupils in Key Stage 4 opt to do vocational lessons such as horticulture or hospitality and some study short courses in animal care off site.</p> <p>The school subscribes to the 'Job Explorer Database' programme which helps pupils link their subject preferences to future careers through their short quiz and the 'subject search' section.</p>
<p><b>Encounters with Employers and Employees</b></p>	<p>Encounters with employers are so important for our pupils so they know how to conduct themselves in the adult world and understand the range of roles that there are in the world of work. We look for opportunities to take groups of pupils out to employers to learn from them or invite employers to the school in person or online. Pupils are encouraged to ask questions and gain as much knowledge as possible from the world of work.</p> <p>Post -16 students encounter many employers and employees as they spend every Thursday studying the Asdan Employability Award. They also attend the National Apprenticeship Show and the National Skills Show in Birmingham to meet a wide range of local and national employers.</p>
<p><b>Experiences of Work places</b></p>	<p>All Post-16 pupils have a day a week off timetable to experience work places arranged by the school, themselves or their parents. Some will start by volunteering in the school so that they see the school as a workplace and can gain the skills they need to go out to an external employer. (Please see Post 16 work Experience Policy for more detail.)</p> <p>Key Stage 4 pupils will have opportunities to visit local employers where possible and linked to their area of interest. Since the changes in the workplace brought about by Covid, the school has had to change the way we deliver work experience in Key Stage 4. It is no longer ideal to concentrate all placements into one week and instead the school tries to be responsive to opportunities that are offered by local employers and match the right pupils to the right opportunities. Pupils also benefit enormously from online encounters and seeing workplaces through a lens. It means there are no travel limits and their horizons can be expanded.</p> <p>Some Key Stage 4 pupils opt to study vocational skills or life skills as part of their curriculum and will visit local employers such as garden centres or supermarkets as part of their qualification.</p> <p>The school values the learning that can come from employers and will look for different opportunities and experiences each year.</p>

<p><b>Encounters with Further and Higher Education.</b></p>	<p>The school recognises how difficult the transition from school to college can be for our pupils. For this reason we encourage good links with local FE colleges and work closely with them to improve outcomes. Parents are invited to meet a range of FE and Training Providers at our annual Post-16 evening. We also send dates of open events to parents or set up individual visits if preferred. Pupils will begin regular links with their local college where appropriate and colleges are invited to observe pupils in school so they can see their current provision. Transition staff from college come in to school to give presentations about how college is different to school and help us prepare the pupils for the changes ahead.</p> <p>We also take pupils to visit further education providers that they may not have considered before. We build up good working relationships with college staff so that they understand where our pupils are coming from and how challenging the transition can be. We have a lot of success with students going from our setting to a mainstream course in college as a result.</p> <p>We invite speakers from 'Ask Apprenticeships' every year to talk about apprenticeships to our older pupils and display their monthly magazine in the Post-16 careers library. After spring, they come back to lead a workshop with pupils about how to register with the apprenticeship website if required.</p> <p>Our pupils and parents are also made aware of local training providers by inviting them to our Post 16 evening and taking them on visits.</p>
<p><b>Personal Guidance.</b></p>	<p>Alderman Knight School employs a level 6 qualified Careers Adviser as a Careers Leader. She attends all EHCP meetings from year 9 onwards to give information and advice to parents and is available at parent's evenings and careers events. She sees all the pupils from year 9 regularly for group and individual meetings and gets to know them well in order to give the right guidance.</p>

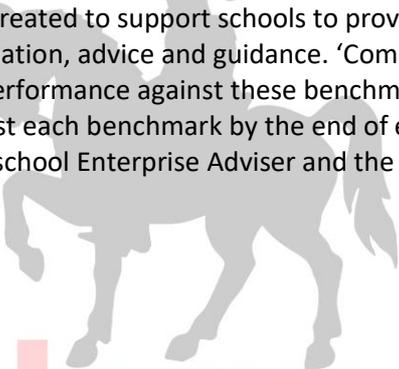
## Parental involvement

Parents are encouraged to support the careers education programme in a variety of ways. They are encouraged to share their aspirations for their child and supported to develop their child's independent living skills at home. Parents are the biggest influence on their child's future so we encourage them to be ambitious for their child and get involved in finding work experience placements for them where possible. Parents are encouraged to get their child involved in their local community and access opportunities to build their social skills, confidence and resilience.

Tutors give the pupils regular challenges to complete at home which demonstrate greater independence. Parents will have opportunities to meet local college and opportunity providers each year when they come to the school for a post-16 evening. Relevant colleges are invited to EHCP meetings from Year 10 onwards to explain the pathway from school to college.

## Monitoring and evaluation

The careers education programme is monitored and evaluated by the Careers Leader and overseen by the Deputy Head Teacher (Pastoral.) Careers Education is reviewed termly as part of the 'Compass Plus' review of the 'Gatsby Benchmarks.' The 8 Gatsby Benchmarks are a framework for good careers guidance created to support schools to provide students with the best possible careers education, information, advice and guidance. 'Compass Plus' is an online tool created to measure the school's performance against these benchmarks on a termly basis. The school aims to achieve 100% against each benchmark by the end of each academic year. Each progress review is conducted with the school Enterprise Adviser and the SEND Enterprise Co-ordinator.



# Alderman Knight School

Specialist School in  
**Communication & Interaction**



Tel: **01684 295639**

Email: [admin@aldermanknight.gloucs.sch.uk](mailto:admin@aldermanknight.gloucs.sch.uk)

Web: [www.aldermanknight.gloucs.sch.uk](http://www.aldermanknight.gloucs.sch.uk)