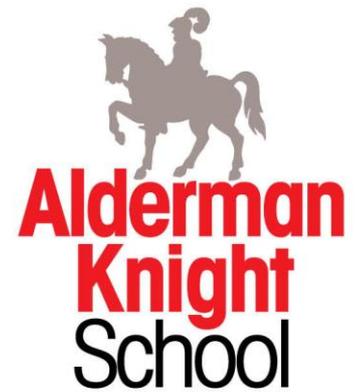


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 Reviewed By: Rachel Dickinson
 Ratified By:
 Date of Ratification
 Next Review Due: March 2019



Tel/Fax: **01684 295639** Ashchurch Road
 Email: admin@aldermanknight.gloucs.sch.uk Tewkesbury
 Web: www.aldermanknight.gloucs.sch.uk Gloucestershire
 Head Teacher: **Clare Steel** GL20 8JJ

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

Aims

Alderman Knight School follows the statutory guidance 'Careers Guidance and access for education and training providers.' (October 2018) 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. (See work experience policy)
- 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.
- Pupils will have careers information available to them at the 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 'Real Game' day and mock interviews. The school will work closely with the National Apprenticeship Service and 'Amazing Apprenticeships' to promote these as an alternative to 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 made aware that employers need to make 'reasonable adjustments' to accommodate additional needs.

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 within the PHSE programme and follow the 8 Gatsby benchmarks (April 2014.) Careers education will also be a large part of the tutorial programme. Pupils will understand the world of work and volunteering. They will be able to identify their own personal qualities, interests and goals and how that affects the decisions they make about further education and employment. They will have an understanding of the local labour market and employment trends so they can be realistic about where the jobs are. They will be able to present their skills, qualifications and qualities in written, spoken and digital form. They will understand what employers are looking for and practice a variety of ways of applying for a job.
- Careers education and information will also be delivered as part of the 'Real

Game' programme which improves understanding of job roles, salaries, qualifications and hours of work, vacancies and how to apply for a job. It also helps pupils to think about lifestyle aspirations and what is realistic and achievable. Employers are invited to support the 'Real Game' days held in Key Stage 3 and 4 to enrich pupil understanding of what employers are really looking for and how to present themselves.

- Careers education will be brought to life through encounters with employers. Key Stage 4 pupils will either do two blocks of work experience with a local employer or complete an in-house placement if it is more appropriate. Pupils will also encounter employers through group visits to businesses to support their understanding of types of work. Key Stage 5 pupils have a day each week to gain employment related skills through regular work experience or volunteering placements. Many pupils will have the chance to work at the Touching Souls Tea Rooms to experience all the job roles within a busy café environment.
- Key Stage 4 and 5 pupils will be invited to have a mock interview with a local employer to practice their communication and interaction skills.
- From year 10, pupils wanting to go to college will be part of a formal transition process to prepare them. They will attend link visits and have many meetings with transition staff. Pastoral support staff from college will come to meet potential students in school and advice will be given about all aspects of preparing for college.
- All recent school leavers are invited back at the end of the next autumn term to a whole school assembly to receive their certificates and talk to the rest of the school about their new destinations and their experience of transition. Destinations and achievements are also celebrated on a notice board in school. The school will actively track pupils who have left for four years and offer advice and sign-posting to ensure they remain in education, training, volunteering or employment.
- A Careers Fair will take place in school annually to give parents and pupils a chance to talk directly to local colleges and training providers. Parents will also be signposted to other relevant careers fairs, college open events and apprenticeship fairs that happen throughout the year.
- Opportunities to visit local skills festivals and other careers fairs will enable pupils to learn about wider career sectors and raise their aspirations.
- The school works with Gloucestershire Local Enterprise Partnership to enable them to access opportunities such as mock interviews with local employers and an enterprise day with other local schools. The school will use advice from local employers to continually adapt and improve the careers

programme.

- Career interests will be used to motivate and encourage pupils in their academic work.
- Key Stage 5 will have an even larger focus on CEIAG and a day each week is allocated to attend work or voluntary experience. Each pupil will have a personalised transition plan which is reviewed continually to suit their needs. Their future plans are continually discussed at individual mentoring sessions as well as during the EHCP review process.

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 made aware that they 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. 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 monitor and feedback to the school as each challenge is completed. The challenges will link to the school 'Pupil Passports' and be personalised for each child.

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 development team and overseen by the Careers Leader.

Subject development plan

The school has measured itself against the 'Compass' careers benchmark tool to enable it to identify areas that need improving and evaluate it at least annually.

Continuing professional development

Professional development is discussed at individual performance management meetings with reference to priorities in the School Development Plan. The School Careers Leader is a member of the Careers Development Institute and will undergo a minimum of 25 hours per week of CPD in order to remain on this register. The School Careers Leader is also the Chairperson of the local Challenge and Support sub-group (Careers and Enterprise) in order to work closely with Gloucestershire Local Enterprise Partnership and other county special schools.