



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

Date agreed by Governors: March 19

Date of Review: March 19

Member of Staff Responsible for the Policy: KLF

Date of next review: March 2020

Dissemination of the Policy: All staff and Governors, School Website

Aims and Purpose

Pittville School recognises that it has a statutory duty to provide high quality careers education, information and guidance and that the effectiveness of this provision will form part of any inspection of the school.

The main aim of CEIAG is to ensure that every pupil leaves school having received high quality, independent careers advice guidance so pupils emerge from school more fully rounded and ready for the world of work. Pupils should be well-informed when making subject and career decisions.

Responsibility

Governors

The statutory duty requires governing bodies to ensure that all registered pupils at Pittville School are provided with independent careers guidance from year 8 to year 11. The governing body must ensure that the independent careers advice guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

Senior Leadership Team

Overall responsibility for careers provision lies with the deputy headteacher, reporting to the Headteacher. They are responsible for co-ordinating for the five main strands of CEIAG provision at Pittville School and promoting wider activities throughout the school. The provision has been put together with reference to statutory requirements set out by the Department for Education in April 2015 and updated to reflect the Gadsby Benchmarks.

Provision of CEIAG

There are five main strands to CEIAG provision:

Year 8 Options Process

During the autumn term the curriculum lead along with the academic board will decide which courses can be offered at GCSE in the following academic year based on which courses are available (with reference to current changes in KS4 courses) and the needs of the cohort in Year 8. The formal options process begins in the autumn term with presentations by subject leaders and work within PSHE, followed by an assembly. In

the spring term, a Year 8 options information evening along with a Year 8 parents' evening provides further information and an opportunity for parents and students to discuss their choices with teachers and careers advisors.

All students take English language, English literature, maths, two sciences, RE, PE, PSHE and work experience. This leaves students with four options choices, one of which should be an EBACC subject. To help students with options and to help the school plan the curriculum for each individual cohort, students are divided into three streams

Once the options are in, they are reviewed by the KS3 data manager, curriculum lead, SENDCo and heads of subject, as appropriate. Each pupil then meets with the curriculum lead to discuss their option choices to ensure each pupil has chosen appropriate courses with clear links to post-16 courses and careers.

Work Experience

Year 10 undertake a week of work experience at the end of the academic year, during Activities Week. This process begins at the end of Year 9 when pupils and their parents are informed. Pupils are required to organise their own placements in the first instance. Guidance is provided via assemblies and tutor sessions throughout the autumn term.

Where pupils have difficulty in securing a placement, tutors and pastoral staff have the responsibility to ensure a placement is organised. Placements should be secured by the end of the autumn term and pastoral intervention should start at the beginning of December.

Marian Green provides administrative support, including keeping a database of organisations who have provided placements in the past. She also ensures the required Health and Safety checks are completed.

The deputy head working with the head of student wellbeing have responsibility for running the debriefing sessions after work experience has been completed.

Year 11 Options Process

This process begins in Year 10 with assemblies and/or tutor sessions about post-16 provision. At the beginning of Year 11 an audit of pupils' initial post-16 interests is taken to determine which pupils will need what advice and ensure that pupils are looking at appropriate courses. In the autumn term all Year 11 pupils will complete a CV and go through a mock-application procedure. This includes completing an application form and a mock-interview.

PSCHE sessions, assemblies and the Post-16 evening are the main forums for giving out information on the different pathways available. All the main local post-16 providers are involved as well as outside speakers. Pupils are regularly kept informed about open

evenings, application processes, deadlines, local apprenticeship offers, etc throughout the year.

The deputy headteacher tracks the applications of all Year 11 pupils to ensure that each pupil applies to appropriate providers and meets deadlines. Each Year 11 pupil will meet with the deputy headteacher at least once in the year to discuss post-16 options and receive careers advice. The deputy headteacher also runs an 'Applications Clinic' each lunchtime to support pupils with completing applications, writing letters, CVs and personal statements.

In addition, smaller groups of pupils are seen to discuss specific needs, such as applying to School Sixth Forms, applying to Colleges, applying for apprenticeships.

The deputy headteacher also liaises with the SENCo for transition arrangements for vulnerable learners and with the teacher i/c EAL for pupils needing specialist courses. Where necessary, we also liaise with the Youth Support Team/Prospects regarding any pupils at risk of becoming NEETs.

Careers Lessons

These are delivered as part of the PSHCE provision. Lessons will be delivered from Years 7 through to 10 and are co-ordinated by the head of student wellbeing. Year 11 sessions are co-ordinated by the deputy headteacher. They are supplemented by using assemblies and drop down sessions to share careers information with pupils.

Wider Provision of CEIAG

Pittville School works with a number of outside agencies to provide careers advice and guidance that supports the four strands listed above. In addition, we use our links with other agencies to provide STEM opportunities, develop entrepreneurial skills, have contact with employers, and provide specific support for vulnerable or disadvantaged pupils. Some of this provision will vary from year to year, depending on the opportunities available to us. At present, we have ongoing links with the following:

- National Careers Service
- GlosCol – careers advice and college visits
- GFirst – Mock Applications and Interviews
- Graphic Science – STEM provider
- ByDesign Group – STEM provider
- Spirax Sarco – STEM and careers
- Cheltenham Borough Homes – Work experience and Work Skills
- Army Careers
- Navy Careers and Marines Careers
- 3aaa – Apprenticeships
- Royal Agricultural University – careers and aspirations
- Cheltenham Football Club – careers and mentoring
- Cirencester College – careers and mentoring

- Youth Support Team
- Elevate
- GROWs
- Other post-16 providers: All Saints Academy, Balcarras School, Bournside School, Cleeve School, Hartpury College.

Monitoring, Evaluation and Review

The programme is monitored and evaluated by the deputy headteacher, headteacher and governors along with input from the head of student wellbeing and the SENDCo. Evaluation of the different aspects of CEIAG provision is undertaken regularly.

Links with Other Policies

Curriculum
SEND
PSCHE