SOHAM VILLAGE COLLEGE

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

(including Provider Access Policy)

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THIS POLICY WAS DISTRIBUTED TO:	ALL STAFF VIA CONNECT

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Rationale for Career Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal Careers Guidance from a qualified adviser

These elements form the 8 Gatsby Benchmarks and are explained in more detail in Appendix 2.

The programme should also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims

Careers Guidance supports the school's overall vision through alignment with the School's Vision, Values and Aims. Through careers and work-related activities and employer interventions it will also:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential
- provide advice and guidance which is in the best interests of the student
- encourage students to develop high aspirations and consider a broad and ambitious range of careers
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage students to see career development as a life-long and positive process
- aim to keep the recorded NEET % below the set maximum threshold of 2%

Soham Village College Information

- Soham Village College is a secondary school located in the heart of Soham in East Cambridgeshire
- It has approximately 1400 students on its role, aged 11 to 16 (no sixth form)
- Its key challenges from a careers perspective include:
    - rural location and subsequent impact on Post 16 options, work experience and employment opportunities
    - raising students' aspirations
    - maintaining focus on reducing NEET %
    - obtaining sufficiently detailed destination data from Post 16 centres
- Student destination summary (figures are approximate and not specific to a particular year):
    - 11% Abbeygate
    - 5% Apprenticeships
    - 8% Cambridge Regional College
    - 15% Hills Road
    - 27% Long Road
    - 3% Oakes College
    - 24% West Suffolk College
    - 7% Others

Destination Data is a key evaluation method within the Careers Programme. As well as recording, monitoring and evaluating the actual destinations of students shown above (% of students per cohort enrolling at each college), the number of students identified as NEET (Not In Employment, Education or Training) is also monitored.

NEET Target for the school = 2%
Actual NEET 2025 Leavers = 1.8%

Statutory Duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in Career Guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Principal/Senior Leaders and Trust

In line with Section 42A of the Education Act 1997, our Principal, Senior Leadership Team and Trust Board must:

- Ensure all registered students of the school are provided with independent Careers Guidance from Year 8 onwards
- Ensure Careers Guidance is presented in an impartial manner
- Ensure Careers Guidance includes information on the range of education or training options
- Ensure Careers Guidance promotes the best interest of the students to whom it is given
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all students from Year 8 onwards, to ensure students are aware of the routes available to them at transition

The Board of Trustees delegates this to Principal and Senior Leadership Team who have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. We have a nominated Assistant Principal who takes a strategic interest in careers education and guidance and encourages employer engagement.

Links with other Policies

The Careers Guidance Policy is linked to the following policies:

- *SEND*
- *Safeguarding & Child Protection*
- *Health and Safety*
- *Equality*
- *School Improvement Plan*

Commitment

Careers Guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school.

Organisation, Management and Staffing

All staff contribute to Careers Guidance through their roles as tutors and subject teachers. The careers provision is managed by the SLT lead for Careers Guidance, and a careers team who have specific roles:

Miss Mary Wilcox, Assistant Principal:	Responsible for monitoring Careers Guidance provision and transition across the school
Mr Nick Oakhill, Careers Guidance Manager:	Responsible for provision of a planned Careers Guidance programme
Mrs Nicki Howe, Careers Advisor:	Responsible for coordinating and providing 1:1 Careers Guidance meetings
Mr Gary Heaney, PSHE Coordinator	Leads the delivery of PSHE across all year groups

The school works with an Enterprise Advisor, Mrs Rebecca Foster (Resourcing Manager, G's Fresh), on matters relating to strategy support, employer engagement work and employability skills, and is also supported by an Enterprise Coordinator from the Cambridgeshire and Peterborough Combined Authority.

Staff Development and CPD

Staff within the careers team are CDI members and are qualified to Level 6 in Careers Guidance and Development, and have access to and participate in training as and when required and appropriate. They also identify networking opportunities through stakeholder meetings, workshops, conferences etc.

For tutors and subject teachers, training needs are identified and delivered by a competent party when necessary. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff when appropriate.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions

The budget is set annually following a spending review between Careers Manager, SLT lead for Careers Guidance and the Finance Team.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7-11.**
- **Employer Engagement and Work-Related Learning for Years 7-11**

The Careers, Employability and Enterprise learning curriculum should meet the following learning outcomes:



Grow throughout Life
Grow throughout life by learning and reflecting on yourself, your background, and your strengths



Explore Possibilities
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces



Manage Career
Manage your career actively, make the most of opportunities and learn from setbacks



Create Opportunities
Create opportunities by being proactive and building positive relationships with others



Balance Life and Work
Balance your life as an employee or entrepreneur with your wellbeing, other interests and your involvement with your family and community



See the Big Picture
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

(Taken from the CDI Career Development Framework 2021)

Personalised Opportunities

- **Access to a qualified specialist source of impartial Careers Guidance.** The Careers Advisor should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 8-11 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as, National Careers Service and Amazing Apprenticeships

Vulnerable Groups

The school recognises those students who have specific needs and will tailor any Careers Guidance provision accordingly. Staff dealing with these groups work closely with the careers team and external agencies to ensure every student is provided with the support they need in a way they can understand.

Employer Engagement

Employer engagement is proven through research as a way of raising aspirations, opening up opportunities and providing solid Careers Guidance for students. The school has a full and varied employer engagement programme which can be adapted each year to meet the changing needs of students and the local labour market.

Employers are identified through a range of methods – local knowledge from the careers team, use of parents and the Alumni, close liaison with the school's Enterprise Advisor and Enterprise Coordinator, and other networking opportunities.

Employers engage with students in a range of ways – whole year assemblies, industry-focused workshop sessions, enterprise days, curriculum learning, site visits, and activities within National Careers Week. Alumni are used whenever possible to help reinforce the message behind each activity.

Outcomes: Monitoring, Review and Evaluation

Activities in the careers programme and overall delivery of the careers provision will be monitored, reviewed and evaluated throughout the year in order to drive continual improvement and strive to consistently meet the aims of the programme. Methods used will include student and parent surveys, staff and employer feedback, destination data analysis, student aspiration monitoring and the use of benchmark tools, such as the Gatsby Benchmarks and use of the Compass+ audit.

Partnerships & Stakeholders

The policy recognises the range of partners that support the careers provision within our school.

These include:

- County Council in respect of their provision of Destination Data and their Transition Team in providing specialised support for a targeted group of students
- Liaison with all local Post 16 providers and higher education institutions
- Local businesses and employers
- Training providers to help deliver specialist support, such as Form the Future and Future First

- Parents and carers
- Others, including: Careers and Enterprise Company and Job Centre Plus

Engaging with Parents / Carers

Research has shown that students see parents and carers as a vital source of Careers Guidance and support. The school must therefore ensure they maintain an open dialogue with parents and carers when it comes to informing and supporting them in relation to Careers Guidance, so they can fully support their children.

Parents are introduced to the careers provision during Year 7 through an information letter about the service. This message is reinforced through the years through numerous methods - careers stalls at parents' evenings, a Yr11 Post 16 Information evening, use of parents for careers events such as mock interviews, regular use of social media and communication using letters and emails, and articles in whole school newsletters and the career team's own termly newsletter. The careers website is kept up to date with relevant news and resources, and parents and carers are regularly reminded of its presence and directed to it.

All parents are surveyed about the careers provision every two years, and each year the parents and carers of Year 11 students are surveyed about the support and advice they and their children have received over the previous 18 months.

Communication

An effective communication plan is required to ensure students, parents, employers and other partners are fully aware of the school's careers provision. This is achieved through:

- Email/letters
- Assemblies
- Student bulletin
- Careers website
- Parents/Information Evenings
- Social media
- Newsletters (school and career team's own)
- Face to face meetings

The school is required to publish a Provider Access Statement which sets out our arrangements for allowing any education provider wishing to inform students about all pathways available to them. This statement is on the school's careers website and also attached at the end of this policy.

Policy Review

Policies will be reviewed bi-annually. This review may be brought forward as required by the school to reflect changes in supporting advice/guidance.

Appendix 1: Learners' Entitlement

A statement for students about what they can expect as part of the offer.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future, and become career positive and career ready
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained professional within school
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

Appendix 2: The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3 ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6 EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8 PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 3: The CDI Framework for Careers, Employability and Enterprise Learning (2018)

Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
Grow throughout life	• being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values	• responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next • reflecting on their heritage, identity and values	• actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values
Explore possibilities	• being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection	• considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them	• developing a clear direction of travel in their career and actively pursuing this • actively seeking out information on the labour market and education system to support their career • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes
Manage career	• being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges	• recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks	• being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 transitions • being proactive about being resilient and learning from setbacks
Create opportunities	• developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • being able to identify a role model and being aware of the value of leadership • being aware of the concept of entrepreneurialism and self-employment	• developing friendships and relationships and reflecting on their relationship to their career • starting to take responsibility for making things happen in their career • being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being willing to speak up for themselves and others • being able to discuss roles models and reflect on leadership • researching entrepreneurialism and self-employment	• building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway
Balance life and work	• being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of different life stages and life roles • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	• reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • recognising the role that they play in their family and community and considering how that might shape their career • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	• planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • beginning to manage their own money and plan their finances (e.g. thinking about student loans) • actively shaping their involvement in their family and community as part of their career planning • planning for different life stages and considering the different life roles that they want to play • being aware of their role in ensuring rights and responsibilities in the workplace and in society • taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
See the big picture	• being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy	• evaluating different media, information sources and viewpoints • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society	• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy

Soham Village College: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

All students in Years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions, taster events, use of social media, and PS Engage
- To understand how to make applications for the full range of academic and technical courses.

From January 2023, in order to adhere to the **updated provider access legislation (PAL)**, the school will provide at least four encounters with approved providers of apprenticeships and technical education for all students:

- Two encounters for students during Yr 8 & 9 (one per year) that are mandatory for all to attend
- Two encounters for students during Yr 10 & 11 (one per year) that are mandatory for all to attend

A provider, to whom access is given, must deliver an encounter that includes the following:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact:

Nick Oakhill (Careers Education, Information, Advice and Guidance Manager)
Tel: 01353 724100 Email: noakhill@sohamvc.org

Opportunities for Access

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Yr7	*Tutor Time careers sessions	*Tutor Time careers sessions *PSHE - Intro to Careers *National Careers Week events	*Tutor Time careers sessions *PSHE
Yr8	*Tutor Time careers sessions	*Tutor Time careers sessions *PSHE *National Careers Week events	*Tutor Time careers sessions *PSHE – Enterprise Day
Y9	*Tutor Time careers sessions	*Tutor Time careers sessions *PSHE - World of Work activity day and College Presentations *National Careers Week events	*Tutor Time careers sessions *PSHE
Yr10	*Tutor Time careers sessions *Careers Fair	*Tutor Time careers sessions *PSHE *National Careers Week events	*Tutor Time careers sessions *PSHE *Apprenticeship Presentation *Post 16 Taster Days and Open Evenings
Yr11	*PSHE – application prep *College Presentations *Post 16 Parents Information Evening *Post 16 Open Evenings	*PSHE – Mock Interviews *National Careers Week events	*Career Guidance and Support – GCSE results

Employer Engagement events run through the year across all year groups depending on availability and other school activities. This is not a restrictive plan. Please speak to our Careers Manager to identify the most suitable opportunity for you.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with Careers Manager or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Library is available to all students at break and lunch times and after school.