



Learning that Connects

# CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

**Policy Date:** August 2018

**Review Date:** August 2020

**Chair of Governors:**

**Governors Approval:**

## 1. Introduction

Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages. Evidence suggests that effective and impartial careers provision is particularly important for students from working class backgrounds.<sup>1</sup> Our pioneering vision is to revolutionise the way we teach our young people and ensure they are properly prepared for work in a way which will enable them to smoothly transfer from the classroom to the workplace at whatever level they decide to enter employment.

## 2. Purposes & Aims

The main purpose of CEIAG at Studio West is to ensure:

- all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all young people at Studio West to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- everyone to get support tailored to their circumstances;
- everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

We aim that our high quality CEIAG should help our students to:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

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<sup>1</sup> Smith, D, et al (2005) A systematic literature review of research (1988-2004) into the impact of career education and guidance during Key Stage 4 on young people's transition into post-16 opportunities, EPPI-Centre, Social Science Research Unit, Institute of Education

### 3. Method & Delivery

Studio West has been an early adopter of the Gatsby Benchmarks and uses the Compass toolkit<sup>2</sup>, which is an online self-evaluation tool for schools, to monitor performance.

<b>Gatsby Benchmarks</b>	
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.

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<sup>2</sup> <http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

We work towards meeting these benchmarks through the delivery of our Careers Programme which includes the following methods:

- Business & PSHE lessons across Key Stages
- Subject specific career links built into SOW
- Key Stage 4 & Post 16 work experience placements
- Industry guest speakers and site visits
- Industry led project based learning
- 1-2-1 guidance from the Careers Leader & Connexions
- Partnership work with school Enterprise Advisor – Nick Hogarth, Hotel Manager, Motel One
- Careers Speed Networking and Mock Interview workshops with BITC
- CREATE Framework assessment
- Liaison with Job Centre Plus schools team
- FE & University workshops and visits
- Employability activities with NE1, Founders4Schools, Speakers4Schools, Transformation Trust, Newcastle United Foundation and Inspiring Futures
- School membership with GlobalBridge
- LMI from NELEP
- Careers displays

#### **4. Management**

CEIAG is led by our Business Engagement Manager who is the designated school Careers Leader. They have responsibility for:

- The management and co-ordination of the CEIAG Programme
- The activities from Yr7-Post 16
- Monitoring/evaluation
- Liason with SLT, link governor and partners

## 5. Provider Access

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.

All pupils in years 8-13 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 and taster events;
- to understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact Sam McLoughlin, Business Engagement Manager, Telephone: 0191 4813710; Email: sam.mcloughlin@studiowest.newcastle.sch.uk

## 6. Guidance

This policy has been written with regard to DfE Careers Strategy, December 2017<sup>3</sup> and DfE Statutory Careers Guidance, January 2018<sup>4</sup>.

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<sup>3</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

<sup>4</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)