

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

## 1. Introduction

This policy statement is a consolidation of two Dartmoor Federation Policies

**Work Related and Enterprise Learning Policy 2017** and

**Careers Education and Guidance 2018**

Following further statutory guidance from the DfE in 2018 'Career Guidance and access to education and training providers' and the DfE 'Careers Strategy' 2017 we have revised our existing policies to create a comprehensive CEIAG policy as the foundation of our provision.

## Rationale

The future success of our students is important to us, as a fully inclusive Secondary College. **'We want every student, no matter what their background to be able to build a rewarding career.'** (Dfe- Careers Strategy: making the most of everyone's skills and talents – December 2017)

Our core values – **Equity, Respect, Opportunity** and **Community** ensure we are focused on developing every individual academically, professionally and personally. We seek to prepare our students to have a **'happy and productive future'** where they contribute to the communities in which they live, while developing respect for themselves and for others.

The business of education is not just ensuring the good exam results of students. **'Schools and Colleges have a vital role in preparing pupils for life beyond education.'**

To develop a sense of self-responsibility in our students we will need to work successfully with a range of teaching staff, career professionals, businesses, and work-related agencies (Career Hubs and LEP's). Specialist guidance may be required with tailored intervention for some of our more vulnerable and SEND students. This personalised provision will ensure positive transitions between key stages of learning and ultimately to other learning settings and/or the wider world of work. Career advice and guidance will adhere to a graduated response framework, which sets out possible actions and interventions of support. Career guidance for students in years 8-12 must:

- Be presented in an impartial manner
- Include information on the full range of post-16 education or training options, including Apprenticeships
- Promote the best interests of the pupils to whom it is given.

Tutors play a vital role in nurturing students' sense of self-responsibility. Together we will seek to empower the young people in our care to explore, question, and review the opportunities and choices they have, thus enabling them to make good, informed choices about their futures.

## **Related Policies**

### National policies

Okehampton College follows the statutory guidance provided in 2018 DfE 'Career Guidance and access for Education and training providers'

DfE 2017 Careers Strategy.

It endeavours to follow guidance provided by QCA on the curriculum for Career, work-related learning and enterprise.

QCA 2015 Career, work-related learning and enterprise 11-19.

### DMAT/Okehampton College policies

2018 Policy Statement on Provider Access.

Behaviour Policy

Child Protection and Safeguarding 2020

Equality Statement

Looked after Children Policy

SEND Policy

## **Organisation**

We recognise that no one individual can implement the aims and objectives of this policy, and that a collective partnership of expertise is required to ensure the optimum opportunities for students. Through positive partnerships we will ensure equity for all our students providing additional support for students in vulnerable groups. To implement our aims and objectives we will establish a 'delivery team' made up of College and external professionals, businesses, and organisations.

Partnership agreements will be arranged between key stakeholders these include:

**Heart of the South West Careers HUB** – Enterprise Advisor linked to College - Toni Oatway

**Independent Careers** – Becky Harvey

**Careers South West** – Work Experience Years 10 and 12

**Careers South West** – through Devon County Council – NEET support

**Ask Apprenticeships** (National) delivered through Careers South West

**Career Related Learning Governor** DMAT - Lorraine Elliott

The staff listed provide elements of our Career Related Learning provision with external providers, together collectively they are the 'delivery group' for Career Related Learning at Okehampton College. The Career Leader will manage the 'delivery group' outlining line management accountabilities and reporting systems which will link actions to appraisal, self-evaluation and analysis.

Kris Harris – Work Experience Year 12

Mr Wilson– Head of Year 11

Mrs Teixeira – Head of Year 10 and Work experience Year 10

Mrs Hodgson - Head of Year 9

Mrs J Stevens - curriculum administrator

Mrs Lisa Thompson – curriculum administrator

Mrs Julie Luckhurst – Career Educator

## **Aims of our CEIAG Policy**

### **For Personal development**

To develop independent learners who are able to take responsibility for their own actions and life choices when making career decisions.

To recognise when personally you require support and or challenge to thrive and be successful.

To be able to develop a sense of self-efficacy which broadens your aspirations allowing you to achieve economic well-being and life-long success.

### **As an institution**

To ensure 100% of our students find an appropriate destination when they leave us, either in training for an Apprenticeship, Higher education course, employment, or further education placement.

### **Objectives**

To develop a 'delivery team' which encompasses College staff and external professionals and organisations.

To establish line management, quality assurance systems and challenge to our delivery team, thus ensuring students are provided with the best possible opportunities.

To create a stable careers education programme which develops understanding and knowledge while broadening aspirations and challenging stereotypes.

To provide purposeful work experience for Years 10 and 12.

To develop soft workplace skills as part of our R2I – R2w strategy.

## Meeting Statutory Guidance

Information taken from 2018 DfE publication Career Guidance and access for education and training providers, page 10

### Statutory duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent<sup>13</sup> careers guidance<sup>14</sup> from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The governing body must ensure that the independent careers guidance provided:
  - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
  - includes information on the range of education or training options, including apprenticeships and technical education routes;
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications<sup>15</sup> or apprenticeships<sup>16</sup>.
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
  - any procedural requirement in relation to requests for access;
  - grounds for granting and refusing requests for access;
  - details of premises or facilities to be provided to a person who is given access.

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## Provider access requests

All requests to engage with students and parents/guardians in relation to Career Related Learning should be made by contacting Mr Neil Sproats, our Career Lead. Our Policy Statement on Provider Access can be found using this link

[https://www.dartmoormat.org.uk/uploads/8/0/6/1/80615962/dmat\\_policy\\_statement\\_provider\\_access\\_v1.1\\_sept\\_2019 .pdf](https://www.dartmoormat.org.uk/uploads/8/0/6/1/80615962/dmat_policy_statement_provider_access_v1.1_sept_2019.pdf)

## Independent Advice and guidance

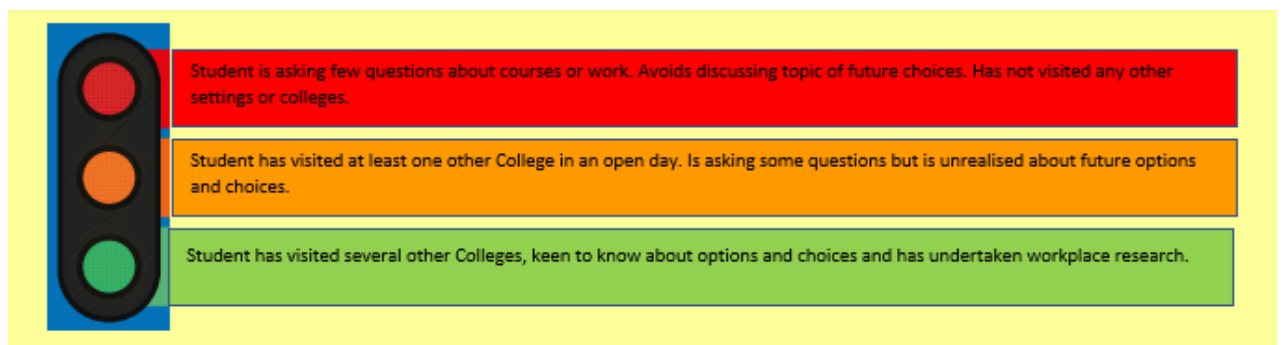
For 2020-21 we have commissioned independent careers advice from Becky Harvey – Independent Careers. Her responsibilities with us focus on Year 10, and 11 with some support for our Year 13 students.

Using the Pathway planner from Career Pilot students in year 11 will undertake some preparation for their career guidance interview with Mrs Luckhurst and with their tutor. This preparation will ensure the career guidance session is purposeful, and that it provides actions for next steps. At this point students, who required additional support, in addition to our SEND provision will be identified. Using graduated response intervention will be provided to support learners in making informed choices about their futures.



The traffic light systems of Pathway planner will provide a 'readiness indicator' which can operate as a focal point for students, parents, and professionals to frame discussions.

As well as published career interviews throughout the year, drop-in sessions will be available on .....



## The CEIAG Curriculum

For each individual to achieve their potential, we need to nurture and support the development of *self-responsibility*. In learning to manage and recognise their own employability skills, individuals will be able to manage positively their career choices not only at the end of Year 11 or Year 13 but throughout their lives. In building skills

which are transferable, we seek to prepare our students for a dynamic and fast changing world of work.

*Self-responsibility* in career related learning activities will focus on one or more of the following areas identified by the Career Development Institute.

**Developing yourself, through careers, employability and enterprise education.**

**Learning about careers and the world of work.**

**Developing your career management and employability skills**

As part of our on-going focus of developing self-responsibility, we will be introducing PATHWAY PLANNER through career pilot. This tracking system will enable us and students to identify their readiness to leave at the end of Year 11 and 13. Using this triage tool, tutors and career advisors will be able, with students, to evaluate how prepared or unprepared they may be for the next steps when leaving college.

For students who may struggle with prioritising their next career steps, we are seeking to develop 'Career coaching' where some of our PP students and students with additional needs can be supported to make purposeful decisions about their futures. In using career coaches, we will seek to develop social capital as we strive to raise aspirations for all.

The Pathway planner tool requires a personal login on the Career Pilot website. Career Pilot represents the National Careers Service and a range of other Career intervention services. Students in Year 10 and above will be encouraged to register with Career Pilot and use the 'Career Tools' as part of their own career management.

Students in Years 7, 8 and 9 will be encouraged to use the Career Pilot website, but activities will not require registration.

**Our Career education programme**

Through our Integrated Careers programme, we seek to give young people the academic and soft workplace skills to get on in life. Careers education will seek to challenge the thinking of our students and aim to support students to look beyond their immediate environments to new and exciting possibilities within the changing world of work.

As a country, we are currently in a period of dramatic change in the workplace where technology; changing work patterns, reduced job security and innovation mean we are seeking to prepare our students for jobs which do not yet exist, and for a work landscape very different to the world of work now.



To do this, we need to develop each student's individual responsibility for their personal career journey. As a College, we will seek to deliver a range of career interventions, experiences and opportunities to engage our students with the world of work and employers. We will aim to inspire and illustrate that career success is shaped by individual choices and individual motivation. Support and guidance through the complex multiple choices and options will be available through careers educators and through independent individual careers guidance provided by Becky Harvey and Sue Mendham from Careers South West.

The path to many traditional careers has tended to be through one route and we must now recognise there are multiple career paths which could lead to the same job or role. Whether students follow the traditional A Level academic pathway; a vocational route; or look to earn and learn through Apprenticeships, students must take ownership of their own futures and ultimately their own success. Our integrated careers programme will challenge 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 yet exist, or thought they could not achieve.
- Understand their own knowledge and skills and how they can be used in the workplace.
- Through our Alumni programme we will aim to use successful past students to talk about their career journeys and how they have achieved their career goals since leaving Okehampton College.

Careers education is a statutory part of the school curriculum for all students in Year 8 and above. At Okehampton College, we recognise the importance of developing the whole student and thus we provide designated career lessons from Year 7 right through to Year 11.

For students in Years 12 and 13, faculties take the lead in supporting applications to Russell Group Universities and other leading institutions. Options are personalised to raise aspirations and we support students to actively manage their careers as they strive for excellence.

As an alternative to A-levels, for Post-16 students we offer a range of vocational programmes which include employability sessions and support to apply for apprenticeships and full-time employment. Provision is personalised to ensure students develop their independence and confidence.

Outline of designated Careers lessons, provided by Careers Educator.

Year group	Autumn	Spring	Summer
7	Getting involved in College life – Extra curricular activities	Weird and wonderful Careers – jobs in the 21 <sup>st</sup> Century	Employable me – self audit skills
8	4 <sup>th</sup> Industrial revolution – The changing world of work  Transferable work skills	STEM careers Stereotyping Nursing Engineering Childcare construction	Job families Transferable work skills. <b>Guide me activity – plotting my career journey – (Career coaching)</b>
9	Positive choices – OPTIONS – making the most of my skills and talents	Employability Soft workplace skills Developing the right attitudes and motivation <b>Guide me activity – My career journey (Career coaching)</b>	Social media and employment. Personal branding
10	Preparing for work experience	Apprenticeships Quiz Visit Research Share with parents.	<b>Guide me activity – Self-efficacy – Do I believe in myself?</b> CV preparation What are my transferable skills Pathway Planner
11	Post 16 Choices Exploration activity <b>Pathway planner – prep</b> for career guidance interview  Digital employability skills – How do I stand out?	<b>Pathway planner</b> <i>Covid – How do I compete in a volatile and unpredictable jobs market?</i>  Ask Apprenticeships College links and visits UCAS Explore	Tutor based activity <b>Pathway planner</b> Results, next steps and options  <i>On-line courses and training. How do I stand out in a volatile jobs market.</i>

Additional career activities are provided on Extended Learning Days and during Tutor sessions.

***Our standard operating procedure during Covid means Extended Learning Days are unlikely to occur in the autumn term. As an alternative, 'digital' resources will be shared on our website. These activities will be reviewed during tutor sessions, as Year 11 and Year 10 are rotated into IT rooms to allow access to on-line materials.***

***A digital parents' presentation will also be provided to guide parents through resources and choices at Post 16***

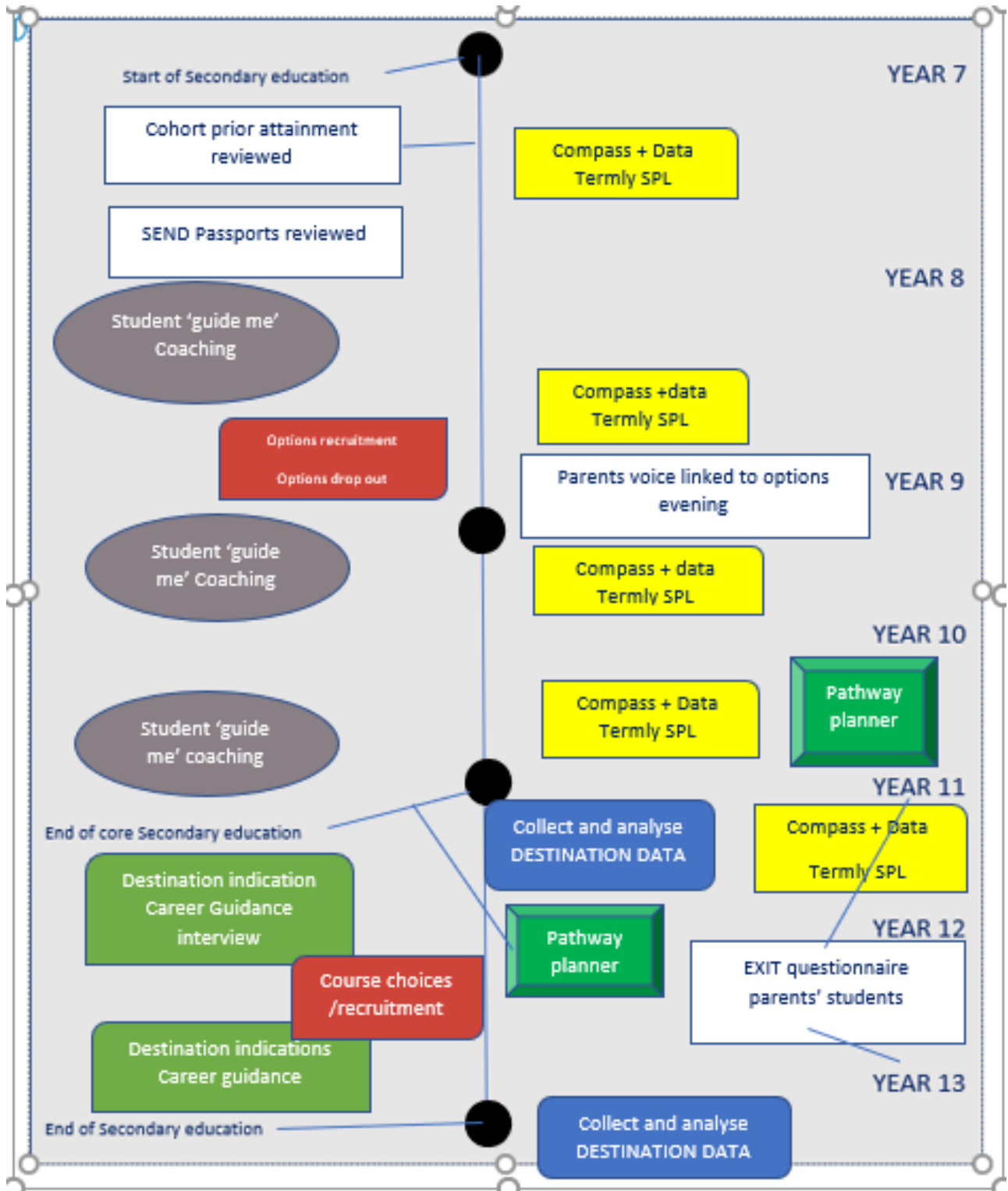
## **Assessment, Recording and Reporting.**

Student engagement in Career Related learning is key to obtaining information on their interests and future intentions. It is absolutely fine for students to alter and change their minds, we recognise selecting the next steps can be difficult. Consequently, some of the responses given may not be thought through or realistic options. As an organisation, we need to develop strategies to support student engagement in self-evaluation and work on how individuals talk and discuss their futures with both known and unfamiliar adults.

DATA linked to choices and options is often difficult to collect and is often subjective. Destination data lags behind outcomes and appropriate evaluation of how successful our students have been in securing their future choices needs to be more robust.

As part of our development of self-responsibility we intend to collect information from students using '**guide me**' activities. These Career Coaching sessions are preparation for 'Career Guidance' sessions and they intend to build the skills of participants to ensure when formal interviews occur, students are able to make maximum use of the one to one professional support provided.

The following timeline of data collection is an indication of how we will use data to inform planning for career related learning.



## Digital and online resources

Our careers webpages will be continually updated during the year with 'digital' activities which can be accessed by students to develop their 'soft' workplace skills. In focusing on employability, we intend to support our students in this very difficult and challenging time.

## Careers resources

To access career pilot and pathway planner IT access is required. Careers champions are identified within faculty areas, to support in the promotion of careers within their faculty areas and a 'drip feed' approach through writing careers into schemes of learning.

## Independent Careers Advisor

Becky Harvey is available on Tuesday and Wednesday in room 255. Appointments are made via tutors, but students can attend one of the drop in sessions on...

Contact details [beckyharvey79@gmail.com](mailto:beckyharvey79@gmail.com) or 07841 027617.

## Parents Evenings

Arrangements for parents' evenings are currently under review due to Covid 19 restrictions.

## Role of the Careers Leader

**Careers Leads: Mr Neil Sproats / Mr R Corkell**

### Contact details:

**e-mail** [nsproats@okehamptoncollege.devon.sch.uk](mailto:nsproats@okehamptoncollege.devon.sch.uk)  
[rcorkell@okehamptoncollege.devon.sch.uk](mailto:rcorkell@okehamptoncollege.devon.sch.uk)

**Telephone** 01837 650910 extension 329

**Mail** Okehampton College,  
Wardhayes Campus,  
Mill Road  
Okehampton  
EX20 1PW

## **Staff**

### **Partnership working**

Partnership agreements will be drawn up with all third-party individuals and organisation commissioned to deliver Career related learning services or provision.

### **Quality Standards**

Use of Compass Plus with 'Core Delivery team' to evaluate Career related learning progress will be undertaken termly - November, February and June.

Core delivery team members; Governor responsible for careers, career leader, career educator, enterprise Hub advisor, digital careers advisor/parent will be involved in QA Career related Learning.

Core delivery team will collate 'data' available termly and evaluate relevance for Compass + completion. A termly one-page report on Career Related Learning will be produced for the Principal and CEO of DMAT, to inform status of Career related learning implementation and impact.

### **Consultation, Dissemination and Review**

Progress to achieve policy aims and objectives is cyclic, and review will be ongoing throughout the year. Policy documentation and information for the website will be updated at least once per year in September.

Policy compiled by JM Luckhurst October 2020 (Updated January 2022)

Policy to be submitted to DPO for progression through Policy approval and adoption by Governing Body