Careers Education, Information, Advice and Guidance Policy

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Principles:

Falconer School is committed to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) which enables students to be confident, ambitious and secure in making decisions about their career progression and next-steps. This, necessarily, includes our aim to challenge stereotypes and raise aspirations for students with SEN.

CEIAG is accessible to all students and is guided by our commitment to an inclusive, aspirational curriculum and the eight Gatsby Benchmarks.

Falconer School is committed to working with experts in CEIAG. We maintain a strong relationship with Services for Young People (SfYP) to ensure our students have access to this specialist and expert advice and guidance.

Aims:

- To enable students to develop their knowledge and understanding of educational routes and pathways – including choices at the transition between KS3 and KS4 and choices at end KS4.
- For students to have an understanding of education, training and employment routes available beyond age 18.
- To provide students with access to encounters with training and education providers (e.g. colleges, apprenticeship providers etc.) as per the school's obligations outlined in 'The Baker Clause'.
- To provide students with meaningful encounters with employers and the workplace – as per Gatsby Benchmarks.
- To guarantee accessibility of CEIAG for all students, regardless of academic ability, literacy levels and individual need.
- To ensure that parents/carers are fully involved in next-steps planning.
- To ensure a smooth and successful transition to onward destinations when students graduate from Falconer School.

Student Entitlement

The guarantee to high-quality CEIAG is an entitlement for all students in Falconer School – regardless of background, ability, need or other characteristics.

All students will access CEIAG appropriate to their age and appropriate adjustments will be made to the offer to ensure accessibility.

CEIAG Within the Wider Curriculum

Our curriculum policy outlines the aspirational nature of the whole-school curriculum. It is well-established that, for young people to be successful in terms of educational progression and career development, students require strong literacy, numeracy and interpersonal skills. Our curriculum throughout Years 7-11 is designed to assist students in developing the core skills required for success in further education, education and training beyond age 18 and a productive and successful working career throughout adult life.

Termly review meetings with parents and students examine personal and academic progress and are designed to focus on individualised target-setting, including educational and career aspirations. Annual Reviews of EHCPs, held with parents and young people, also encourage a longer term view and aims for the future are discussed and embedded in goals set. In year 9 and at Key Stage 4, annual reviews include input from the SFYP Personal Advisor from HCC.

CEIAG Delivery and Implementation

Key Stage 3:

At Key Stage 3 the primary focus is on developing the aforementioned skills required for a successful career – literacy, numeracy, communication, self-regulation, developing self-esteem, raising aspirations, challenging stereotypes, working with others, developing respect for others and the environment. This is done explicitly through discrete lessons in Talk-For-Learning, PSHE and Personal Development.

The Personal Development curriculum introduces students to CEIAG through examining topics such as basic personal finance and finding out about what is involved in certain types of work.

As students approach the end of Key Stage 3 they undertake a detailed programme of transition including dedicated tutor-time discussions around choices for Key Stage 4 as well as in-class learning about Key Stage 4 programmes of study and qualifications.

Parents are involved – in Review Meetings – in decision making about appropriate Options for Key Stage 4.

The KS4 curriculum is reviewed annually to ensure it is meeting the educational and career needs and aspirations of all students.

Key Stage 4:

Core education and employability skills continue to be a focus at Key Stage 4, across the whole curriculum. Discrete PSHE and Personal Development lessons are delivered with explicit CEIAG content.

The developing PSHE and Personal Development curricula include learning relating to choices including college courses and apprenticeships available Post-16 and Post-18, verbal and written skills for applications, interview practice, personal finance and agencies providing support and advice for future career progression.

All students have an opportunity to undertake work experience during a dedicated week in the summer term of Year 10. Placements are arranged, validated and supervised by Services for Young People in collaboration with the school.

In addition to this dedicated curriculum time, a series of CEIAG and work-related learning activities is coordinated to ensure aspirational choices, supported applications and assisted transition upon graduation from the school. These are personalised and adjusted to meet the needs of individual students but will normally include:

- Supported visits to local colleges;
- Mock interview practice;
- Attendance at local careers events;
- Individualised work experience.

During Key Stage 4 students have individual meetings and interviews with our dedicated Personal Advisor from SfYP. These interviews focus on academic progress, aspirations and selection of appropriate progression routes after KS4. Outcomes from these meetings are shared with parents, the school's Careers Coordinator and SLT.

Each student's progress towards securing a suitable progression route is tracked, monitored and supported by the school's Careers Coordinator and the SfYP Personal Advisor who also provides support and guidance after the student has graduated from Falconer School.

Planned Impact of CEIAG:

The CEIAG programme at Falconer School will ensure:

- All students have developed the core skills to be successful in further education and their working career
- All students have a sound understanding of the world of work and choices available to them
- All students have high aspirations for their future education and employment
- All students progress to suitable destinations and secure employment beyond further education
- No graduate from Falconer School will become NEET (Not in Education, Employment or Training)

Related Policies:

The CEIAG Policy is complementary to other school policies including:

- Curriculum Policy
- PSHE Policy
- SEND Offer
- Importance of Reading Policy