

# **The Elmgreen School**



— THE —  
**ELMGREEN**  
— SCHOOL —

**Careers Education, Information, Advice  
and Guidance Policy**

## **Overall Aims**

Careers education, information, advice and guidance (CEIAG) at The Elmgreen School helps young people to make the most of themselves and their opportunities in learning and work. It enables them to:

- construct their own 'career story' about who they are, what's important to them and what they would like to achieve in their lives
- raise their aspirations, broaden their horizons and counter stereotyped thinking about what they and others can achieve
- extend their knowledge of changing labour market opportunities, requirements and pathways in learning and work
- extend their wide network of support through attending careers events, accessing information and advice, and gaining relevant experience
- develop essential career skills including resilience, adaptability, enterprise, employability and self-presentation
- understand ways of experiencing and achieving career happiness and well-being
- take increasing responsibility for managing their own career choices, plans and transitions.

This policy complements, and should be read in conjunction with, our overarching careers strategy and other relevant policies and guidelines especially those for teaching and learning, enterprise, PSHE and pastoral care, citizenship, special educational needs (SEN) and equality, diversity and inclusion (EDI).

## **Commitment**

The governing body, Headteacher and the senior leadership team are committed to meeting our statutory careers-related responsibilities and the Investor in Careers standards of excellence in CEIAG. The Elmgreen School will uphold:

- the duty to secure independent and impartial careers guidance for years 8-13
- the requirement to improve the employability skills of vulnerable and disadvantaged young people
- the careers-related aspects of our published equality duties
- the duty to help students with special educational needs achieve better life outcomes and work opportunities, through the effective use of Education Health and Care Plans (EHCP)
- the entitlement of young people to a planned and progressive programme of CEIAG activities that is clearly communicate to them and meets their needs (see entitlement statements for each year group at Appendix A)
- the principle of engaging partners, including young people themselves, parents/carers, providers of independent and impartial careers guidance, employers and other education providers in achieving worthwhile learning outcomes, progression opportunities and destinations for students.

## **Provision**

Management – A Deputy Headteacher has oversight and manages the careers officer and provides regular updates to SLT and governors' meetings. The careers officer is responsible for producing, implementing and evaluating an annual careers programme, informed by the school development plan that identifies the role and contribution of subject teachers, tutors and other staff and partners. A PSHE coordinator plans the delivery of a weekly PSHE programme in Key Stage 3 and 4 that incorporates age appropriate CEIAG. Within Key Stage 5 there is a specially

appointed Destinations Coordinator who plans a comprehensive PSHE programme of careers, employment and university guidance alongside a work experience programme.

**Resources and delivery**

The budget for CEIAG (including staffing and staff costs, curriculum time and material resources) is settled annually and every endeavour is made to ensure that sufficient resources are allocated to meet students’ needs. The Learning Resources Centre has relevant, up-to-date information in a range of media including supervised access to ICT facilities and digital careers resources. The careers advisor selects and maintains resources needed for the CEIAG programme and actively seeks the involvement of the wider community (other education and training providers, local employers, parents etc.) in providing opportunities for students.

**Guidance**

Careers guidance is provided in partnership with an accredited careers guidance provider and includes individual and group activities. All staff should, when approached by students, respond with appropriate ‘first-in-line’ advice and support. All guidance must be impartial, confidential (within policy guidelines), responsive to students’ needs and based on the principles of equality and diversity.

**Training**

Staff professional learning and development needs are identified through an annual needs assessment and appropriate arrangements made to meet needs within a reasonable timeframe.

**Monitoring, review & evaluation**

Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of students, parents and the wider school community.

An annual report on progress is presented to the governing body by the Deputy Headteacher with recommendations identified for implementation in the next year’s plan.

Signatures  
Headteacher

Chair of Governors

.....

.....

**What can you expect in Year 7 and Year 8?**

**Key Themes**

**Year 7**

- My career journey
- Challenging stereotypes

**Year 8**

- Exploring my interests and strengths
- Coping with change and transition and planning for the future

**Career Challenges**

- Investigate job families and identify the ones that most closely match your interests
- Draw a career timeline to track the decisions you'll face in the next seven years.
- Set up a skills log to record how you best demonstrate the skills needed for employability

**What will be provided**

- Careers interest and self-assessment exercises such as Fast Tomato, Kudos or JED to explore different career areas.
- Careers assemblies.
- Visit to London Skills.
- Exploring equality and diversity through investigating different images of learning and work and the people involved.
- Industry days linked to National Science and Engineering Week. World Week?

**What can you expect in Year 9?**

**Key Themes**

- My plan for the future
- Researching opportunities and making decisions
- Making plans and preparing for change.

**Challenge**

- Talk to two employers about their careers and the education and training pathways they have followed. PPF Skills bureau- speed dating
- Produce a subject poster giving facts about careers linked to the subject.
- Update your career timeline and skills log.

**What will be provided**

- Access to an options interview with a qualified careers adviser.
- Access to careers software to explore interests and careers linked to different subjects.
- Taster days and visits to employers, colleges and universities.
- Enterprise Days in school with visits from local businesses and employers.
- Options evenings and discussion with career prefects from older year groups.

## **What can you expect in Year 10 and Year 11?**

### **Key Themes**

- Personal development, decision making and planning skills
- Self-presentation skills and what employers want
- Investigating and assessing choices and qualifications
- Building a network of support.

### **Challenges**

- Update your career timeline and skills log
- Draw up a list of questions to ask employers and course organisers at careers events
- Attend open evenings and develop a record of applications
- Research how learning and work is changing in a specific sector
- Prepare a CV.

### **What will be provided**

- One to one interview with a qualified careers adviser
- Talks from employers with up to the date labour market information
- Visits to employers and work experience
- Visits to universities and colleges and access to student finance talks and managing personal budgets
- Career modules as part of PSHE provision including personal skills and qualities
- Preparing for work day with mock interviews with local employers
- Visit to London Skills Day
- Work experience
- Apprenticeship advice
- Sixth Form and work related mentor conversations

## **What can you expect in Year 12 and Year 13?**

### **Key Themes**

- Taking action to improve chances and build experience
- Effective self-presentation
- Personal finance and career choice
- Dealing with change and transition
- Post 18 options including universities, apprenticeship and employment.

### **Challenges**

- Update your career timeline and skills log
- Research apprenticeships and courses for your shortlist
- Prepare a personal statement
- Secure offers and have a back-up plan

### **What will be provided**

- Access to a qualified careers adviser - 1:1 careers interview
- Visits to employers, careers events and university open days
- Industry specific talks with up to date labour market information
- Tailored work experience placement
- Tutorial programme with support on effective decisions, applications and transitions.
- Oxbridge programme
- Alumni mentoring