



Hanson Policy for School Staff

A Whole School Careers Education, Information, Advice and Guidance (CEIAG) Policy

Approved by the governing body on:

Updated Feb 2020 – AWAITING APPROVAL

To be reviewed on:

Next Governor's Meeting

Signed on behalf of the governing body:

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

1. Introduction

We aim to provide all of our students with a high-quality careers programme so they can make the correct career choices that are right for them, based on their own needs. We believe that students who become more self aware of their own needs and aspirations become more engaged with their education and this drives them on to reach their potential.

2. Commitment

Hanson School is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13. We will be using the Gatsby Benchmarks to improve the careers provision within school and we the aim to provide all students with as many opportunities as possible to listen to, meet and speak to different employers, further and higher educational institutions and apprenticeship providers so they can make informed decisions about their future pathways. We are committed to forging new working relationships with local employers and businesses to further enhance the careers programme and improve the opportunities for our students.

3. Objectives

- Student Needs

The careers programme is designed to meet the needs of all students and is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

- Entitlement

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

4. Our aims:

- To help students to recognise their strengths and weaknesses, as well as interests (curricular and extra-curricular)
- To introduce the students to ALL of their options, and to encourage them to start considering their future decisions as early as possible
- To introduce them to the 'world of work'

- To offer guidance to all students especially in Year 9, 11 and 13 (the Transition Years)
- To provide activities throughout KS3, KS4 and KS5
- To raise aspirations, broaden horizons and encourage achievement
- To focus on a successful PROGRESSION of students from Year 7 to 13

5. Implementation

- Leadership

The Career Leader is responsible for co-ordinating the careers programme. The Career Leader works closely with external organisations and is responsible to the Director of Transition and Progression. Independent and impartial careers guidance is managed through the Prospects personal advisor. Work experience is planned and implemented by the Work Experience Co-ordinator who works with the Career Leader and Director of Transition and Progression.

- Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Career Leader in consultation with the Director of Transition and Progression. The Prospects personal adviser provides specialist careers guidance. Careers information is available in school library and on the school website. Administrative support is available to the Career Leader as resources allow.

- Curriculum

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities that are work related (including work experience at Year 10 and 12), action planning and recording achievement (using Start software). Careers lessons are part of the school's PHSCE programme at Year 7 and all lessons are linked to careers/jobs and employability skills through the Aspirational Big Picture slide. Other focused events, e.g. National Careers Week and Careers Fairs will be organised through the year. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum. The activity schedule can be seen via the CEIAG Calendar of Events and the Hanson School Career Continuum on the school website.

- Partnerships

An annual Partnership Agreement is negotiated between the school and the local Prospects Service identifying the contributions to the programme that each will make. Other partnerships with the Careers and Enterprise Company (CEC), Leeds City Region Enterprise Partnership (LEP), Bradford Careers and Technical Education (CTE) and Aspiration Bradford

have been created since September 2018. Hanson has a partnership with Go Higher West Yorkshire (GHWY) and has implemented the Uni Connect Programme (formerly National Collaborative Outreach Programme) incorporating a Higher Education Progression Officer in school 2.5 days a week to work with a selected cohort of students identified by GHWY.

- Monitoring, review and evaluation

A framework for monitoring the delivery of the careers programme has been in place since January 2018. The programme is measured against the Gatsby benchmarks (Appendix 1) and is updated termly by the Career Leader and Director of Transition and Progression. A full review is carried out annually by the Career Leader, Director of Transition and Progression, Director of Sixth Form and Deputy Head teacher to plan and implement changes to the following years programme.

Feedback is gained from students, parents and staff (including the Career Champions) to drive change and ensure the programme meets the needs of the students. Destination data and destination measures are used to assess the effectiveness of the programme, which includes NEET information.

Please see the [‘evidence and impact statement’](#) for more information on how the programme is evaluated.

6. Teaching /Learning Methodology

Research suggests that students learn best when they are actively involved in their learning. The CEIAG programme will use a range of activities which encourage such involvement:

- One-to-one discussions with the Career Leader/Team or Careers Advisers
- Meetings with senior members of staff at key progression points
- Workshops or group work with tutors and Career Leader
- Group sessions with Careers Advisers, employers or other adults with expertise
- Individual research and the use of computer based/online information, for example UCAS Progress.
- Workplace visits.
- Further and higher education visits.

7. The Role of the Careers Leader

- Supporting the Director of Transition and Progression in the planning, preparing and organising a coherent careers guidance programme.
- Monitoring and evaluating the careers guidance programme.
- Supporting staff delivering CEIAG, and planning and organising any training required.
- Maintaining a central record of student participation and tracking student engagement to ensure personalised and targeted support is then given.

- Managing all resources effectively and ensuring they are accessible.
- Being responsible for all CEIAG related administration duties and disseminating key, relevant CEIAG information to staff and students.
- Liaising with employers and informing students of job opportunities when contacted.
- Ensuring that relevant information is displayed effectively as part of the learning environment as well as on the academy website/VLE where appropriate.
- Liaising with the LEP, the academy business link (where appropriate) and the Director of Transition and Progression in school.
- Organising an annual 'Careers Fair' and other careers related events.
- Organising student visits and enrichment events.

8. Hanson School Provider Access Policy ([see separate Employers Access policy for further details](#))

Hanson uses the Gatsby Benchmarks as a guide to plan the CEIAG programme. As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to students.

Hanson also proactively seeks to build relationships with these partners as we plan our CEIAG activities throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-13, to offer information on vocational, technical and apprenticeship qualifications and pathways.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post 16 or post 18 option choices.

Hanson's CEIAG programme is monitored for quality and impact by a member of the SLT – A. O'Neill (Director of Transition and Progression) and the programmes operative lead A. Swaine (Career Leader). The purpose of this is to monitor access and opportunities to engage with, technical, vocational and training providers.

In the first instance, requests by providers for access to students should be sent to A. O'Neill at the following email address: **a.o'neill@hansonacademy.org.uk**

All requests made should be with a minimum of 6 weeks' lead time and will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.

For questions on this or Hanson's wider CEIAG programme, please contact the Career Leader, A. Swaine at: **a.swaine@hansonacademy.org.uk**.

Appendix 1

The Eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance