

**Careers Education, information,
Advice & Guidance policy.**

Rationale for CEIAG

A career is an individual’s journey through learning, work and other aspects of life. All young people need access to Careers Education, Information, Advice and Guidance (CEIAG) to help them make informed career choices. Under the guidance of the Department of Education “All young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience” Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff January 2018 To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Foundations Benchmarks to develop and improve their CEIAG programme. With this in mind, the 3Dimensions Careers provision is committed to providing a planned programme of Careers Education, Information, Advice and Guidance for all pupils in years 7 to 13.

We employ our own Careers Lead, Employability Coach and Employability Tutor. Advice & Guidance is delivered through our Careers team. We endeavour to follow the “Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff, January 2018” and other relevant guidance from the D of E, QCA & Ofsted.

Objectives

- Plan, implement and deliver a thorough Careers Programme at 3Dimensions school.

Policy originator	Sam Williams
Authoriser by	Caroline Rolfe
Issue date	03.10.2024
Next review date	03.10.2026
Policy location	3Dimensions school local policy

Advice & Guidance 3Dimensions school from years 7 to 11 in accordance with the Gatsby Benchmarks and Statutory Guidance.

- Provide students, teachers and families with up-to-date labour market information and resources.
- Introduce students to a variety of post-16 options including Supported Internships, Apprenticeships, Further Education, Employment, and other schemes aimed at young adults entering the World of Work.
- Design, deliver and provide course materials and train relevant staff on how to implement sessions that build upon 'Prep for Work' skills and support the transition from school to pathways including further education, training, courses, and employment.
- Facilitate opportunities for students to engage with employers, external agencies, the JobCentre Plus, Supported Employment providers and other post-16 options.

Provision

- The teaching of careers lessons within Employability and careers orientated lessons to encourage pupils to start thinking about responsibilities and the world of work.
- The linking of all subjects to careers pathways.
- The introduction of key concepts to learners, i.e., Job Skills, Job Types, Transferable Skills, Professional Conduct, Preparing for transition (full details below).
- The organisation of opportunities for students to engage with employers, course and training providers and other post-16 providers through arranging a jobs fair, site visits, and work experience placements.
- Enabling students, teachers and families to have access to resources that will provide detailed information about post-16 provision.
- The provision of 1-1 impartial Careers Advice from our Careers advisor and action planning for students, at least 3 times throughout Years 7 - 13 to map progress and review goals and targets.
- The seeking of opportunities to centre the student's voice and use feedback to inform continuous planning and best practise.

- Carrying out all activities in accordance with the Gatsby Benchmarks and Statutory Guidance for Careers Provision.

GATSBY BENCHMARKS AND LINKING TO CAREERS PROGRAMME

1. A stable careers programme Careers Education, information, Advice & Guidance

- Clearly defined 'Employability Programme' aimed at vocational learners with SEND and autism who will benefit from a comprehensive program.
- Post-16 pathway planning with a focus on employment
- The result of this course should be reflected within the EHCP Annual Reviews, through person-centred discussions with the student and their wider support network.

2. Learning from career and labour market information

- Students, staff, and families to access to labour market information through the National Careers Service, the local Jobcentre, exposure to employers, and other tangible and accessible resources embedded into the programme.
- Teaching core skills needed to prepare for the world of work with involvement from an experienced Careers Advisor with experience in a relevant SEND setting, i.e., Leading, delivering, and teaching an Employability Skills curriculum to young adults with autism and learning disabilities.

3. Addressing the needs of each pupil

- 1-1 Career Coaching sessions to ensure tailored support and action planning.
- Thorough record-keeping of individual career advice and pathway planning.
- Detailed and meaningful vocational profiling at each key stage of the programme.
- Destination data captured and used to inform best practise.
- Designated opportunities within the timetable for the student's wider support network to engage with the programme.

4. Linking curriculum learning to careers

- Collaboration with teachers, support staff, curriculum leads and other relevant professionals to ensure the careers program compliments and builds upon existing and prior teaching.
- Ensuring that any programme activities that incorporates functional skills is relevant to the workplace, e.g., practising English and Maths skills in context of the workplace (customer service observations / money skills /till-training /workplace terminology/ industry qualifications).

5. Encounters with employers and employees

- Embedding opportunities to engage with employers, e.g. job fairs, mock interviews, employer drop-in sessions, and site visits.
- Increase exposure between students, employers, and external providers through dedicating time to employer engagement, researching local businesses, apprenticeships, traineeships, supported internships, further education and training courses.
- Pathways to be identified for and with students based on local opportunity, skill shortages, and suitability, and interest of the student. Focus on presentation/communication skills to prepare students for employer conversations.

6. Experience of workplaces

- Simulating workplace activities as part of the course. Must be a clear distinction between 'college' and 'workplace' and this will be reinforced through terminology used and the way sessions are delivered. The focus will be on professionalism, independence, and supporting students to understand how their past, current, and imminent choices can inform their prospects.
- Organise site visits / work experience placements to increase students' exposure to the working world. Ensure workplace opportunities are varied and reflective of skillset, employer need, and of interest to the client.

7. Encounters with further and higher education

- Embedding opportunities to engage with post-16 education and training institutes, e.g., site visits, job fairs, and local colleges.
- Opportunities within school to explore routes into courses and training.

8. Personal guidance

- Students offered person-centred support as part of group and individual sessions, with clear action and pathway planning.
- Collaborative working with teachers, support workers, and wider support networks to ensure students needs a met. Work Experience and Vocational Careers Education, information, Advice & Guidance To encourage pupils to start thinking more deeply about the world of work, they have access to vocational subjects and work experience placements. They are encouraged to try as many of these options as they can, to allow self-assessment of their preferences and to inform choices about their careers pathways.

9. Staffing

All staff contribute to CEIAG through their roles as teaching assistants, tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Leader, using the Gatsby Benchmarking Tool to provides specialist impartial careers guidance.

10. Policy review

The policy should be reviewed on an annual basis by the Careers lead and in consultation with the rest of the senior team. In the process of this review she/he should seek to answer the questions identified below:

- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims in this document?
- Is there evidence to show Students are experiencing breadth and balance across the whole curriculum?
- Can the school demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum?

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- Do the assessment, recording, reporting arrangements clearly identify Student achievement and fulfil legal requirements.

- Is there evidence around school that demonstrates Student achievement and enjoyment.

Community Links

Work within this curriculum area will take place within the school environment.

However, it is important that the Students are able to transfer the skills and attitudes that they have learnt into other meaningful situations. Where it is practically possible and relevant to the age of the Student, learning will also take place in local shops, on public transport and in other relevant areas of the community. These skills will be Assessed used the assessment of functional living skills programme.

Opportunities will be created for the Students to develop Student awareness of local cultures and faith groups.

1Parent/Carer Involvement

It is vital that parents/carers are actively involved in this aspect of their children's learning as they have a significant effect upon it. Parents'/Carers' fundamental role in this area of their child's education is acknowledged by staff. Many aspects of PSHE are very much part of a Student's home life and therefore sharing information is particularly vital to ensuring that teaching is sensitively approached.

Cross Curricular Links

There will be many natural links with other areas of learning. Students' personal growth will be enhanced by the development of language, physical and mathematical skills; spiritual appreciation will be developed through links with science, environmental education and creative activities; social development and moral understanding will permeate all learning experiences.

The Student's statement may refer to objectives, which should be seen as cross curricular as well as being based within a particular subject area.

Equal Opportunities

All Students should have access to a relevant curriculum, which meets their individual needs whilst also providing breadth of experience and a balance of subjects to achieve individual aims. Materials should reflect the multi-cultural society in which we live. Materials should also be checked for race or gender stereotypes.

Staff Development

Staff should undertake regular in-service training to keep well informed of curriculum developments.

11. Careers Education, information, Advice & Guidance Equality Impact Statement.

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the school directly.

This policy is written by Sam Williams

Date: 03.10.2024

Signed: Sam Williams

This policy has been authorised by Caroline Rolfe

Date: 30/10/24

Signed: Caroline Rolfe

This policy is quality assured by Ciaran Walsh Regional Director.

Signed: CWalsh

Date:30/10/24