



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

This policy forms part of the **Personal Development Policy** and includes the following appendices:

Appendix 1	Summary of the Gatsby Benchmarks
Appendix 2	Careers Charter
Appendix 3	Arrangements for Provider Access

School Vision

Shirley High School seeks to develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators. We recognise that developing aspirational learners requires the provision of excellent careers education, information, advice and guidance at all stages of the school journey.

The governing body have therefore adopted this policy in order to provide a clear commitment to, and framework for, Careers Education, Information, Advice and Guidance for all students.

Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five. The policy also applies to Year 11/13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11/13, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff.' (DfE, January 2018). This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. It refers to events and opportunities in all three Key Stages and in all years, and these events will impact upon all students at the school.



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All members of staff at Shirley High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Head of Personal Development. It is important, therefore, that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- to ensure that all students at Shirley High School receive a stable careers programme
- to enable all students to learn from information provided by the career and labour market
- the CEIAG programme should be individual and address the needs of each student
- to provide students with a series of encounters with employers and employees
- to provide students with experiences of workplace(s)
- to ensure that students have a series of encounters with further and higher education
- to provide each student with the opportunity to receive personal guidance

School Responsibilities

Shirley High School has a series of statutory duties:

- all registered pupils at the school must receive independent careers advice in Years 7 to 11
- this careers advice must be represented in an impartial manner, showing no bias towards particular institution, education or work option
- this advice must cover a range of education or training options
- this guidance must be in the best interests of the pupil
- there must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships
- Shirley High School must have a clear policy setting out the manner in which providers will be given access to pupils (see Appendix 3). This policy and these arrangements must be published
- the school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy

Shirley High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme, as well as by external stakeholders who assess the work of the school (e.g. School Improvement Advisor or Ofsted)



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Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.

They should ensure that this policy is based on the eight Gatsby Benchmarks and meets the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11. There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities



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Monitoring, Evaluation and Review

The Principal will ensure that:

- the work of the Head of Personal Development and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- feedback from stakeholders through mechanisms such as student and parent surveys
- feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county

The Governors of Shirley High School will review this policy every three years.

Links to other policies

- Personal Development Policy
- Curriculum Policy



Appendix 1

The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.



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8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.



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Appendix 2

Shirley High School Careers Plan

7	<p>Students are introduced to careers in year 7, where they use a range of activities to discover their strengths and interests to develop a positive self-image that provides the foundation for optimistic pathway planning. They develop an awareness of the importance of social and interpersonal skills in their future life and work roles.</p> <p>Students investigate the contribution of work to the community and family, recognising the role of paid and unpaid work. They focus on understanding issues relating to stereotyping and discrimination through the study of occupational and labour market information. Students build their career action plan on the self-knowledge they have acquired through the activities they have undertaken</p> <p>Students also take part in various activities during National Careers week, which includes guest speakers from a variety of sectors and a careers roadshow hosted by BAE Systems.</p>
8	<p>Students continue the work started in year 7 on social and interpersonal skills and build on this to explore how self-esteem can have an impact on career aspirations. Students will also investigate LMI and how useful it can be and look in more depth at the 10 main job sectors in the UK.</p> <p>Students also take part in various activities during National Careers week, which includes guest speakers from a variety of sectors and a careers roadshow hosted by BAE Systems.</p>
9	<p>Through PSHE lessons students build on the work done in year 7 and 8, with particular focus at the start of the year on aspirations for the future. Students are also supported with their option choices during their PD lessons and during tutor time.</p> <p>Year 9 Options evening is attended by our careers advisor from CER, where she meets individually with parents and students. Meetings can be arranged at the request of parents, priority will be given to vulnerable students.</p> <p>Students take part in various activities during National Careers week, which includes guest speakers from a variety of sectors and an introduction to Apprenticeships from Amazing Apprenticeships.</p>
10/11	<p>All year 10 students complete a two week period of work experience in July, which plays an important role in raising our student's aspirations and allowing them to make informed decisions about their future career path. Students are encouraged to find their own placement, as this enables them to gain real life experiences in searching for and applying for jobs. They are supported throughout this process by the Head of Personal Development and have access to contacts to a number of business links that we have built up over the previous years due to the year on year success of previous placements.</p> <p>All year 11s take part in a mock interview day in the spring term, where each student goes through the process of applying for a job up to taking part in an interview based on the job they have applied for. The interviews are carried out by a group of employers who interview the students as they would potential employee. They also provide the students with verbal and written feedback on their performance.</p> <p>Students are provided with 1-1 careers interviews or small group meetings, based on their needs. Pupil premium students and potential NEETs are targeted initially for support with</p>



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	<p>their post-16 choices. Support is also provided during both year 10 and 11 Parents' Evenings.</p> <p>High achieving girls are targeted with small group sessions looking at university/higher education options.</p> <p>Students in both Year 10/11 have assemblies focusing on post-16 options and choices available to them.</p> <p>Parents are also invited to an information meeting at the start of the year to highlight the focus for the year, which includes post-16 choices, careers advice and how to seek it.</p>
12/13	<p>Following work completed within the 6th Form, students are identified for IAG. They are given extended 1-1 consultations which are followed up with feedback to the Head of 6th Form where necessary. Students are also provided with a detailed report following their consultations.</p> <p>As part of the 6th Form PD program students are prepared for UCAS applications from Year 12. This includes preparing identifying suitable courses/universities and personal statements.</p> <p>Parents are also invited to an information meeting at the start of the year to highlight the focus for the year, which includes post-18 choices, careers advice and how to seek it.</p>
<p>Other activities include:</p> <ul style="list-style-type: none"> UCAS conference Russell Group (High Achievers Group) – Ran by sixth form staff throughout the year for Y11 High Achievers Talks throughout the year by external agencies – student finance, setting up a business, working in the Arts (assemblies) Post 16 Careers Week– Mock Interviews, talks throughout the week by a range of people including a music technician, accountant and Journalist Work Experience for BTEC students Work Shadowing UCAS training/ Apprenticeships Y12 UCAS Evening Y10 Higher Education Evening 	



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Appendix 3

Application for Provider Access

Introduction

This document sets out the Shirley High School's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses

Management of provider access requests

Procedure

A provider wishing to request access should contact Vicki Murawski, Head of Personal Development:

Telephone: 02086569755

Email: murawski@shirley.croydon.sch.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Head of Personal Development to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.



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Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the Learning Resource Centre.

We want all at SHS to believe in and maintain the values of our school:

