

**The King David High School Careers Education,
Information, Advice & Guidance Policy 2021 - 2022**



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1. Content

King David High School puts the needs of each student at the centre of all learning and social experiences, and has a commitment to a high standard approach to CEIAG. Through CEIAG work King David High utilises a nurturing approach to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to manage their own career progress.

2. Purpose

The purpose of the King David High CEIAG policy is to explain the way in which King David High School prepares students for transition into the world of work, FE/HE, and Apprenticeships. King David High celebrates the positive differences of all students and recognises their worth within the work place. This leads to bespoke ways of working with each student to ensure needs are met through the CEIAG programme. To equip students with the skills required to follow their chosen career pathway.

3. Scope

Teachers to make links to CEIAG. Examples;

- Vocational Business Trip – Everton FC
- Health and Social Care Trip – Heathlands
- Business Studies and Economics – PwC Workshops

4. Aims and Objectives

Aim

The overarching aim is to deliver professional careers education, information, advice and guidance. Careers guidance is delivered by the onsite specialist careers adviser due to the complex special educational needs of the students. Students will have opportunities embedded within the CEIAG programme to gain employability skills and will be supported to manage their careers pathway.

Objectives

Learner entitlements

Access to onsite specialist careers adviser for impartial 1 to 1 careers guidance

Access to a careers education programme to;

- Promote employability skills, self-awareness of skills and interests.
- Explore options
- An understanding of education, training and employment routes

Opportunities to go out on work experience, gain voluntary work, open days to universities, industry trips, employer talks within school, build a CV, practice interview techniques.

5. Learner outcome

Students will be able to;

- Try out different work opportunities
- Gain an insight into the Labour Market
- Gain an understanding of skill sets and how skills are transferrable
- Understand soft skills, hard skills and how to sell themselves using CV's/application forms/interviews
- Develop the skills employers look for - resilience, team work, problem solving
- Have access to both paper based and online resources to assist in their career exploration

- Access to impartial information on options Post 16 and Post 18 and beyond

Learner's progression

By the time learners are ready to leave they will be more confident in making their own career plan;

- Start to independently make action plans for the future.
- Feel better about managing their transitions, using coping strategies
- Know how to look for opportunities and who to ask for assistance if support is required
- Be able to complete application forms, University forms, and update CV's

Learner's progression will be monitored by Learning for Life lessons, records from meetings on SIMS. The SIMS records will show:

- Careers Lessons
- Careers Evening
- In school career talks by employers
- Work experience
- Voluntary work
- Enterprise activities
- Part time work
- Industry/Career visit
- College visit
- University visit
- Careers guidance interview

The SIMS record was introduced in October 2019.

Cascaid Xello is currently in development and will be accessed by Year 7-13 to build a Careers portfolio.

6. CEIAG Implementation

Learners are encouraged to attend employer talks within school to learn about different employment opportunities.

Accessible careers guidance interviews by the onsite specialist careers adviser from Year 11 and up.

Subject links and career talks via options evenings and display boards.

Collaborative work between the careers adviser and head of sixth form to support learners moving into the sixth form and transition from the sixth form.

Networking with employers/universities to ensure students are supported with transition and systems are in place to support students in their new placements.

Compass Tool from 'The Careers and Enterprise Company' used to evaluate progress on Gatsby Benchmarks.

7. Student Entitlement

Year 7-13 Gatsby Benchmark 4 embedding CEIAG into the curriculum

Year 7 Learning for Life – Living in the Wider World and Money

Year 8 Learning for Life – Careers and Finance and My Goals

Year 9 Learning for Life – Preparation for the Wider World – Careers and Finance
- GCSE Options Evening

Year 10 Learning for Life – Living Responsibility and Living in the Wider World 1

Year 11 Learning for Life – Living in Wider World 2

Year 7-9 – Help from Year 12 Careers Ambassadors

In Year 11 students meet with the school careers adviser for one to one guidance as well as an A-Level Open Evening.

Year 10 to 13 – Annual Careers Evening

Year 12 – Asked to participate as Careers Ambassadors to give students in year 7-9 support with careers choices.

Year 12 and 13 – Talks from industry experts and employers and universities, UCAS Convention at MCCC and in-school UCAS Evening.

Year 11, and 12 students (Year 13 where necessary) have annual review meetings with our independent careers advisor, communication is maintained to support students with transitions and career decision making. Parents/Carers are welcome to meetings in addition to any TA's or SEND Support.

8. Work Experience

Students will be supported on visits to post 16 provision and skills events. Sixth formers continue to receive support with careers planning for post 17/18/19 options. This includes university visits, employer visits and support with application forms (UCAS, School Leaver and Apprenticeship).

Upon leaving King David High, student entitlement continues via the Beyond King David High Service. Contact can be made by the young person or parent for further information, advice and guidance, sign posting if required. Particularly with YG and YB who often attend Seminary and Yeshiva respectively and prefer to apply to university via UCAS upon their return.

9. Meaningful Experience of Work

We aim to ensure that all students access independent careers advice from employers via several employer engagement activities.

10. 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
- meeting 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

11. Provider Access

Introduction - 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.

12. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- the work of the Careers Advisor 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

Effectiveness

- The effectiveness of this policy will be measured in a variety of ways:
- Feedback from stakeholders through mechanisms such as the student and parent engagement survey.
- Feedback from external visitors to the school such as Employers, Higher Education Providers the School Improvement Partner (SIP) or Ofsted.
- Alumni and Destination Data

13. Destinations

Student destinations are held on the 'King David High Alumni' database. Progress is tracked using email and UCAS Track assistance is available to learners if they require information, advice and guidance after leaving school.

14. Targets:

Review in Summer Term:

1. Employability Qualification for Year 11 Students

<https://www.qualhub.co.uk/media/10133/11-a-c-employability-skills-601-4680-1-601-4681-3-qualification-specification-v71.pdf>

2. Develop Industry opportunities for all year groups.
3. Develop use of Cascaid Xello across all year groups by September 2020.

15. Policy Review

To be reviewed annually.

Reviewing Schedule Spring and Summer Term

Name: T Basger

Date Update 24/03/21

Drafted by: EM, updated by Mr. Gordon.

Appendix 1

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, 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 pupil 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 pupil 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 pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

Appendix 2

Gatsby Benchmarks Evidence

BM1

Career information included in the School Development Plan
Log of feedback – Scanned from careers meetings for Year 11-13
Year 7-10 – Learning for Life
Website information
Evaluation Surveys – Survey monkey – To students, staff and parents.

BM2

UCAS convention
UCAS Evening
Apprenticeship Talks – Alumni and Mr Gordon
Year 7-10 – Learning for Life

BM3

Pro-Forma scanned from Mr Gordon
Year 7-10 – Learning for Life
UCAS Destinations
Alumni

BM4

Departmental information – Through SOW and also open evenings (Year 7, 9, 11). Taster Sessions.
Co-Curricular opportunities to be identified after 23rd March 2020 following submission of Curriculum review from each department.

BM5

Annual Careers Evening – Year 10 -13
Guest Speakers
Uptree Foundation Year 12 and 13
Work Experience – Year 12
Part-time employment

Volunteering

BM6

Year 12 work experience in summer term

Development of employer engagement opportunities

BM7

UCAS evening

Apprenticeship assembly – Info sent to Parents

Open Days in Year 12 Summer term – Up to 3 visits during school time.

BM8

Careers meetings in Year 11 CHR, GOR, MUL

Careers meetings in Year 12 – GOR and Form Tutors

Cascaid Xello for all year groups – Currently in development

Appendix 3

KDHS: Provider Access Policy

This policy statement 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.**

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: **Mr. Gordon**

Careers Lead

Mr. Gordon,

Telephone: 0161 740 7248

Email: c.advisor@kdhigh.co.uk

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

The primary event will be our Annual Careers' Fair, details of which will be published on this page.

Grounds for granting / refusing access

All bona fide colleges, universities and training providers etc., will be granted access, provided they can be accommodated.

The school reserves the right to withhold access, if a provider, is promoting courses or services that seem inappropriate, or there isn't clear evidence that they are a bona fide or successful organisation.

Premises and facilities.

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.

This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian.

The Resource Centre is available to all students at lunch and break times.