



The  
Caldecott  
School

# The Caldecott School

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

Under Review

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<b>Person responsible</b>	<b>Careers Lead</b>

## Contents

1. The Caldecott School's Vision	Page 3	
2. Policy Scope	Page 3	
3. Our Commitment	Page 3	
4. Responsibilities	Page 4	
5. Governor Responsibilities	Page 4	
6. Support inclusion, challenge stereotypes and promote equality of opportunities	Page 5	
7. The development of enterprise and employment skills	Page 5	
8. Pupil entitlement	Page 5	
9. The focus of Key Stage 4 (KS4) pupils on their future aspirations	Page 6	
10. Policy development	Page 6	
11. Policy implementation	Page 6	
12. Equality and diversity	Page 6	
13. Curriculum	Page 6	
14. Partnerships	Page 7	
15. Staff development	Page 7	
16. Monitoring, Evaluation and Review	Page 7	
Appendix 1	Summary of the Gatsby Benchmarks	Page 8
Appendix 2	Careers Charter	Page 10
Appendix 3	Provider Access Policy Statement	Page 15

## 1. The Caldecott School's Vision

*"Helping children build a future"* is The Caldecott Foundation's vision so, in line with this, Caldecott School seeks to maximise the life chances for all our pupils. We understand that it is crucial to prepare young people for the opportunities, responsibilities, and experiences of life. We use *The SEND Gatsby Benchmark Toolkit* which provides clear advice on how schools can help young people with special educational needs and disabilities move into the fast-changing world of work.

We ensure that pupils are supported to make informed, realistic decisions and to choose career pathways that suit their interests and abilities.

We aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Through carefully planned careers education and guidance and a clear structured employability pathway, it is hoped that pupils will be encouraged to on to further learning, supported internships, apprenticeships or into employment

This 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, July 2021) and it outlines our commitment to excellence, in line with our strategic aims and values.

## 2. Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to pupils, across the school.
- This policy accepts the eight Gatsby Charitable Foundation's benchmarks, as set out in the DfE guidance.
- 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 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- All members of staff at Caldecott School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor.

## 3. Our Commitment

Caldecott School is fully committed to ensure that the statutory duties related to careers education are fulfilled by providing our pupils with a comprehensive programme of careers education, information, advice and guidance (CEIAG) for all pupils in Years 7 - 11.

We will work towards the eight Gatsby Benchmarks, and work with our Enterprise Advisors to ensure every pupil receives comprehensive, tailored, and impartial advice and guidance.

The Caldecott School endeavours to be at the forefront of careers education for pupils with SEND. Through effective collaboration with other schools, employers, Local Authorities, Training Providers, Work Placement Providers, pupils and parents, we will ensure we are developing careers activity that will enhance, enthuse and meet the individual needs of every pupil at Caldecott School.

We will not only follow best practice guidance but aim to set best practice. We will endeavour to follow best practice guidance from the DfE and other expert bodies such as Ofsted, CDI, Quality in Careers standard and other published research, such as the Gatsby Benchmarks.

- The CEIAG programme should be individual and address the needs of each pupil
- To link the curriculum learning to careers learning
- To provide pupils with a series of encounters with employers and employees
- To provide pupils with experiences of workplace(s)
- To ensure that pupils have a series of encounters with further and higher education
- To provide each pupil with the opportunity to receive personal guidance

#### 4. Responsibilities

The 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 will be represented in an impartial manner, showing no bias towards a particular institution, education, or work option
- This advice will 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 to inform them about approved technical qualifications or apprenticeships.
- The school will have a clear policy setting out the way providers will be given access to pupils. (See Appendix 3). This policy and these arrangements must be published on the school website.
- 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 our commitment to Careers (See Section 3)
- Caldecott 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 (eg. School Improvement Partner or OFSTED)

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- The Provider Access Policy Statement (See Appendix 3)
- Apprenticeships, Skills, Children and Learning Act 2009

- Equality Act 2010
- Children and Families Act 2014
- The School Information (England) (Amendment) Regulations 2018
- Careers guidance and access for education and training providers DfE (2021)

### **5. Governor Responsibilities**

The Governing Body will ensure that Caldecott School has a clear policy on Careers Education, Information, Advice and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmark
- 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

### **6. Support inclusion, challenge stereotyping and promote equality of opportunity**

The Caldecott School works with every pupil to identify career and employment paths that are person centred and tailored to meet individual needs.

We aim to work with employers to break down barriers and perceptions of employing young people with SEND, so we can increase opportunities of work experience placements and real careers opportunities. We will continue to up skill our pupils in a variety of ways including employer encounters.

### **7. The development of enterprise and employment skills**

We are fully committed to ensure that every pupil will have the opportunity to gain employability skills through our curriculum.

Pupils in KS4 will study the Employability ASDAN course.

We use the Progress Framework published by the Autism Education Trust to develop skills that pupils will need in everyday life and for their Pathway to Adulthood. Every pupil is set termly targets. These targets are grouped under the following headings:

- Communication and Interaction
- Social understanding and relationships
- Sensory Processing
- Interests, routines, and processing
- Learning and Engagement
- Emotional understanding and self-awareness
- Healthy living
- Independence and community participation

### **8. Pupil Entitlement**

Careers education and guidance has never been so important, The Caldecott School fully embraces careers education and guidance and Work-Related Learning, supporting statutory requirements and continuing to strive towards achieving all the Gatsby Benchmarks.

At Caldecott School pupils can expect to:

- Understand their self, their interests, likes and dislikes, what they are good at and how this affects the choices they make.
- Find out about different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills they may need for working life including work experience.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further education courses and employment including supported internships and Apprenticeships.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop their interview skills.
- Improve their confidence.

Caldecott School will:

- support pupils in KS4 to make an informed decision regarding pathway choices in Key stage 5
- help pupils gain employability skills (Skills Building Framework and AET targets)
- provide internal taster sessions, where appropriate
- provide external work experience placements, where appropriate
- identify area that the pupil may want to pursue
- make links with employers
- Support specific pupils work towards a supported internship leading to employment
- Engage in functional activities developing generalisation and fluency and learning about the world of work
- Engage in Business and Enterprise activities

#### **9. The focus of KS4 pupils on their future aspirations**

Caldecott School will, through a planned annual Careers Plan ensure that every pupil in KS4 is taught the relevant knowledge and skills to make an informed choice about their future.

At the beginning of Year 10, pupils will have a careers guidance interview the Careers Lead at Caldecott School. They will also have an external interview with a Level 6 qualified careers advisor, by the end of Year 10. This will help to prepare the pupils for interviews for their post-16 placements.

#### **10. Policy Development**

Clair Turner, Careers has developed this policy in partnership with the Senior Leadership Team of the Caldecott School.

#### **11. Policy implementation**

CEIAG will be co-ordinated and managed by the Careers Lead reporting to the Head Teacher.

All staff contribute to CEIAG through their roles. The Careers programme is planned, monitored, and evaluated by the Senior Leadership Team.

#### **12. Equality and Diversity**

Careers education is provided to all pupils in the school. Pupils are encouraged to follow career paths that suit their interests, skills, and strengths.

#### **13. Curriculum**

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work placements and work experience, employer engagements, and individual learning activities.

Caldecott School is uniquely placed to offer a variety of work-related learning opportunities / 'real' work experience within the school; these include maintenance, catering in the school kitchen, Receptionist duties and teaching assistant role in the Primary school. These serve to further upskill and encourage our pupils to achieve their full potential.

The Caldecott School's curriculum fully supports the journey to achieving all Gatsby benchmarks.

#### **14. Partnerships**

Caldecott School aims to develop partnerships that will further enhance our careers programme and choice for all our pupils.

Present partners are listed below.

- Talentino Career Development Company
- Careers Development Institute
- The Careers and Enterprise Company
- Local colleges and training providers
- Local CEIAG network and SEND CEIAG network
- Local Employers
- Local Authority
- Voluntary and Community Partners

#### **15. Staff Development**

The Senior Leadership Team and Careers Lead are responsible for the dissemination of key information to support the on-going development of CEIAG. Staff development priorities are reviewed and planned annually and in conjunction with Performance Review process. The quality of CEIAG will be reviewed through our monitoring programme.

At least one member of staff at Caldecott School has a Level 6 qualification in Careers. Careers lead will attend local authority training and updates and disseminate information to colleagues.

#### **16 Monitoring, Evaluation and Review**

The Head Teacher will ensure that:

- The work of the Careers Leader and CEIAG events are supported and monitored.
- The careers programme is reviewed annually by the Careers Lead and the senior leadership team. Changes and improvements to the programme are entered into the School Improvement Plan along with timescales for completion.

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

- An annual audit against the Gatsby benchmarks through *The Careers and Enterprise Company, Compass Tool*
- Use *Compass Plus* to record and monitor all careers activities, This resource quickly highlights any gaps in our provision. *Compass Plus* also supports us to measure and assess the impact of our careers

programme through evaluations from pupils, teachers, and parents. Updates will be provided to the Governing body

- Feedback from stakeholders through mechanisms such as pupil and parent surveys
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or OFSTED
- The number of pupils who are NEET in October having left the school in the previous summer. This figure can be compared to local and national figures

## The Gatsby Benchmarks

## Appendix 1

<p><b>1. A stable careers programme</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers, and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>



<p><b>3. Addressing the needs of each student</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</li> <li>• All students should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p><b>6. Experiences of workplaces</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> </ul>
<p><b>7. Encounters with further and higher education</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges and apprenticeship providers. This should include the opportunity to meet both staff and students.</li> </ul>

		*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<b>8. Personal guidance</b>	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.	<ul style="list-style-type: none"> <li>• Every student should have at least one such interview by the age of 16.</li> </ul>

Under Review

# Caldecott School Careers Charter

## Careers Provision

### Year 7

Introduction to careers leader  
Introduction to careers library  
Visual displays / posters around the school  
Employer encounters  
Drawing the Future  
PSHE lessons

### Year 8

Employer encounters  
Visual displays round the school  
PSHE lesson  
Assemblies with guest speakers

### Year 9

Local careers fair  
Assemblies with guest speakers  
Employer encounters  
1:1 careers meeting with parents  
Drawing the future  
PSHE lessons

### Year 10

Mock interviews (Internal)  
Local careers fair  
Work Experience initial meeting  
Work experience placement (internal)  
Workshops (Speakers Trust, apprenticeships etc.)  
College open days  
Employability lessons  
PSHE lessons

### Year 11

Mock interviews (External)

Employability lessons

PSHE lessons

College open days

Local careers fair

Workshops (Speaker Trust, apprenticeships)

Work experience (External)

Transition to Post 16 destination

1-1 careers advice

Under Review

## **Appendix 3**

### **Provider Access Policy Statement**

This policy statement aims to sets out Caldecott School's arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

#### **2. Statutory requirements**

Schools are required to ensure that there is an opportunity for a range of education and training providers to access pupils in Years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our school complies with these requirements.

#### **3. Pupil entitlement**

All pupils in Years 7 to 13 at Caldecott School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- 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:

Clair Turner

Careers Lead

Telephone: 01303 815685

Mobile:

Email: [clair.turner@caldecottfoundation.co.uk](mailto:clair.turner@caldecottfoundation.co.uk)

##### **Opportunities for access**

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

### **Granting and refusing access**

The Career's Lead and class teacher will support pupils in deciding the most suitable opportunities for individual pupils.

### **Safeguarding**

Our Child Protection Policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Any visit to the school by an external provider will run in line with any measures that the Government or school has in place related to public health incidents, including COVID-19.

### **Premises and facilities**

- Caldecott School can offer rooms with audio and visual devices.
- All training and education providers must liaise with the Careers Lead to organise and agree the structure for these meetings.
- The training and education providers must liaise with the Careers Lead before handing out prospectuses or other material for pupils to read.

All training and education providers must adhere to any guidance that Caldecott School has for restricting the spread of any infectious disease.

### **Links to other policies**

- Safeguarding/child protection policy
- Careers Education, Information, Advice and Guidance (CEIAG Policy)
- Curriculum Policy

### **Monitoring arrangements**

Caldecott School's arrangements for managing the access of education and training providers to pupils are monitored by the Stacey McShane, Head of Secondary.