



Careers Guidance Policy

Document Number:	ROM004
Version Number:	1
Responsibility	Careers Leader
	ADMIN USE ONLY
Approval Date:	13/03/24
Approval Meeting:	RLGB 24Sp2
Scheduled Review Meeting:	RLGB 25Sp2



CONTENTS:

1. RATIONALE (purpose of the policy):	Page 4
2. STATEMENT OF ENTITLEMENT OF CEIAG	Page 4
3. STATEMENT OF ENTITLEMENT TO CAREERS AND WORK RELATED LEARNING (CWRE)	Page 5
4. PURPOSE AND AIMS	Page 5
5. STATEMENT OF ENTITLEMENT TO PROVIDER ACCESS	Page 5
6. THE SCHOOL'S OBJECTIVES	Page 6
7. LEADERSHIP OF CEIAG AND CWRE	Page 6
8. STAFF DEVELOPMENT	Page 7
9. POLICY REVIEW AND EVALUATION OF ACTIVITIES	Page 7
10. REFERENCES	Page 7
11. APPENDIX I - GATSBY BENCHMARKS	Page 7
12. APPENDIX II - CURRICULUM PROVISION	Page 8

1. RATIONALE

- 1.1. The Romsey School recognises that Careers Education, Information and Guidance (CEIAG) and Careers and Work Related Education (CWRE) makes an important contribution to the education of all our pupils to enable them to make an effective transition from school to adulthood; into post 16 provision and employment. These two disciplines are interwoven and depend on each other to create a comprehensive curriculum to give pupils the skills and knowledge that they need to move on successfully in an ever changing workplace.
- 1.2. There is a clear link between high quality CEIAG/CWRE and raised aspirations as developing pupil knowledge in these areas challenges stereotypes, encourages social mobility and will better support the raised participation age and destination measures.
- 1.3. The school is currently taking part in the Uni-Connect Outreach Programme through S.U.N. (Southern Universities Network) which attracts funding to enhance provision to pupils living in geographical areas where attendance in Higher Education is under-represented.

2. STATEMENT OF ENTITLEMENT TO CEIAG

- 2.1. This policy relates to section 45A of part VII of The Education Act 1997 and The Education (Careers Guidance in Schools) Act 2022.
- 2.2. The Education Act 2011 placed schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools were free to make arrangements for careers guidance that met the needs and circumstances of their pupils, and are expected to work, as appropriate, in partnership with external and expert providers’.
- 2.3. The Gatsby Report on Good Careers Guidance in 2014 identified 8 benchmarks, inclusion of which are considered indicative of a comprehensive careers programme and further guidance was issued in the DFE’s statutory guidance revised in March 2015. This requires schools to have “A strategy in which is embedded a clear framework linked to outcomes for pupils” Further Guidance was issued in December 2017 in the document “Careers Strategy: Making the most of everyone’s skills and talents” and the resulting statutory guidance in January 2018 in “Careers Guidance and access for education and training providers.
- 2.4. Additional statutory guidance issued in July 2021 (Careers guidance and access for education and training providers) served to bring together guidance for schools and colleges into one document and to reinforce previous requirements in particular for adherence to by Academies. This included a reminder about enhancing access to pupils by Training Providers, requirements to highlight technical opportunities and the promotion of apprenticeships and an update on the OFSTED inspection framework relating to careers. Provider Access Legislation which came into force in January 2023 gives further detail on the number of “encounters” pupils should have with providers of technical education at KS3 and KS4 and the minimum content that these activities should include.
- 2.5. Our policies have been amended to ensure that the most recent requirements are met and that provision is made to meet the deadlines for future activities. An extended statutory CEIAG entitlement will apply to pupils in years 7-11 (previously years 8-11) from September 2022 as a result of changes made by a private members Bill which became The Education (Careers Guidance in Schools) Act 2022.
- 2.6. At The Romsey School one to one advice is delivered impartially by a fully qualified Careers Advisor. This is part of a range of planned activities designed to support our pupils to make choices about education, training and occupational interests and to manage their career choices. The activities may be 1:1, group work, include the use of help lines and web based services. They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, college taster programmes, work search programmes and transition services.
- 2.7. Outcomes of the programme are monitored to ensure that pupils are prepared to move on after year 11, are able to attain relevant qualifications and move into jobs and training at local and national levels. All pupils have access to information about every type of Post-16 opportunity and are actively encouraged to apply for a range of appropriate Post-16 options. The programme has been evaluated using the recommended “Compass” software which identifies the level to which the requirements of the Gatsby Benchmarks are being met. The school have recently purchased a careers platform called “Unifrog” to enhance and record delivery of cross curricular activities and create a transferrable pupil “careers passport” which can be utilised Post-16. Use of

this system will extend to teaching staff and pupils and will begin to become operational in the Spring of 2023.

3. STATEMENT OF ENTITLEMENT TO CAREERS AND WORK RELATED LEARNING (CWRE)

- 3.1. The statutory duty under Section 351 of the 1996 Education Act and amendments in 2004 required schools to provide a broad and balanced curriculum to “prepare students for the opportunities, responsibilities and experiences of adult life which includes preparation for working life”. Later guidelines published show key skills that pupils should work towards to develop Enterprise Capability, Financial Literacy and Business Understanding (QCDA 2008/DfE 2009) Subsequent changes removed the entitlement for direct work experience for all in KS4, but still require schools to provide a coherent programme of interventions to support pupil development in this area. The CDI (Careers Development Institute) published a framework to support the updated guidance which in its most recent version (2021) identifies 6 career development skills that are required to achieve a chosen career.
- 3.2. This gives credence to the approach of combining aspects of Work related Learning and Careers Education to provide a range of activities which are delivered as part of the CEIAG entitlement. These may include specific information sessions targeted at discrete groups, activities delivered through different subject areas, the introduction of external speakers, visits to external sites and exhibitions, and off-timetable events for larger groups.
- 3.3. Activities are differentiated to ensure inclusion of all pupils based on individual need. The school is committed to maximising the benefits for every pupil, in the development of a whole school approach to CEIAG and CWRE.

4. PURPOSE AND AIMS

- 4.1. CWRE is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life and therefore enhance the benefit of CEIAG by providing pupils with a greater depth of knowledge and understanding and therefore ability to utilise CEIAG input. The school encourages innovative and integrated approaches to the delivery of CWRE and CEIAG across the curriculum in order to motivate pupils and to raise standards. The current statutory framework requires that by 2020 (onwards) all pupils will have at least one meaningful encounter with an employer annually between Year 7 and 13 and that at least one of these is STEM related. We have a member of staff in school who takes the lead in co-ordinating STEM activities across the curriculum and are currently working with an Enterprise Adviser as part of the national programme organised through the Careers and Enterprise Company/Enterprise M3.
- 4.2. More specifically opportunities provided by the school aim to contribute to;
 - Increased attainment in individual subjects by extending pupils’ understanding and motivation, and therefore, create raised aspirations.
 - Recognition and development of a range of aspects related to work, industry, the economy, and the local community and development of knowledge about the main skills required for employment.
 - Opportunities for achievement of qualifications through curriculum provision and programmes which are appropriate to the longer term aspirations and needs of a wider range of pupils.
 - Enhanced understanding of careers education and guidance by providing an insight into the factors which can inform career choice.
 - Aspects of wider personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility.
 - Recognition by pupils of the cross curricular links highlighted by activities undertaken through CEIAG and CWRE.

5. STATEMENT OF ENTITLEMENT TO PROVIDER ACCESS

- 5.1. Under statutory guidance published in Careers Guidance and Access for Education and Training Providers – DfE January 2018, updated July 2021 and the subsequent Provider Access Legislation of January 2023 (Skills and Post-16 Education Act 2022), schools are required to set out their arrangements for managing access for providers of technical education and apprenticeships to pupils.
- 5.2. As a minimum at KS3, Pupils in Year 8 and those in Year 9 (up until 28th February in that year) must all have two encounters with providers of technical education and/or apprenticeships.

- 5.3. At KS4, Pupils in Year 10 and those in Year 11 (up until 28th February in that year) must all have two encounters with providers of technical education and apprenticeships.
- 5.4. As a minimum schools must ask providers to supply information about the range of technical qualification and apprenticeships that they offer, the careers to which these might lead, details about the structure and content of the training or learning process and be available to respond to any questions from pupils.
- 5.5. All pupils at The Romsey School have access to a full range of providers to ensure that they are aware of any of the options available to them in education, training or through apprenticeships. Activities provided under the CEIAG and CWRL Policy as detailed below support pupils and parents in acquiring information and understanding processes required to apply for different opportunities.
- 5.6. Providers are welcome to come into the school to promote the opportunities that they can offer, either through activities within the careers and work related education programme, cross curricular activities or by arrangement individually.
- 5.7. For further information and to make arrangements to come into school, providers should contact: Miss Jane Phillipps, Careers Leader, Tel 01794 527049, email: jphillip@theromseyschool.org

6. THE SCHOOL'S OBJECTIVES

- 6.1. The key objectives for CEIAG and CWRE in The Romsey School are:
 - To promote greater awareness in pupils about the world of work, and development of key skills for employability through self-awareness, self-determination and self-improvement, so that they can make informed decisions about their future career plans and are empowered to realise their full potential.
 - To engender an active curiosity about different career options and thereby raise aspirations, achievement and commitment to lifelong learning.
 - To ensure that all pupils develop a greater understanding of the range of choice related to work, different industries, and career types, in the wider economy and the local community.
 - To develop pupils' personal and social skills in a range of contexts and through cross curricular learning.
 - To allow pupils to relate skills, attitudes, concepts and knowledge learned in school to applications in the wider world.
 - To engender an understanding and commitment to all aspects of equality, diversity and inclusion.
 - To encourage pupils to seek informed and impartial guidance on the choices available for in education, training and employment as well as other options.
 - To develop effective links with key partners and external organisations in order to extend learning opportunities to pupils.
 - To educate pupils about Health and Safety in the workplace.
 - To help pupils develop other skills needed for transition to the workplace such as, handling applications, interviews and financial capability.
 - To review and monitor these activities annually to ensure that they meet the highest quality standards, and include the widest range of activities as possible in line with relevant current guidelines.

7. LEADERSHIP OF CEIAG AND CWRE

- 7.1. The Assistant Head Teacher and the Careers Leader are responsible for:
 - The management and co-ordination of the various aspects of CEIAG/CWRE.
 - The range of activities in each key stage.
 - Monitoring, measuring and evaluating the effectiveness and benefits of CEIAG/CWRE related activities.
 - The assessment procedures and strategies for selection of pupil involvement in different opportunities and the evaluation of activities and learning outcomes.
 - Ensuring appropriate channels of communication to senior management, the governing body, and sharing of good practice across the consortium.
 - Liaison with the Careers Governor.
- 7.2. Individual curriculum leaders are responsible for:
 - Ensuring that their scheme of work contributes to the CEIAG/CWRE aims.
 - Identifying and developing the types of activity at relevant points in schemes of work.

8. STAFF DEVELOPMENT

- 8.1. The school provides a number of internal and external opportunities for staff to undertake relevant and appropriate professional development to support the delivery of CEIAG and CWRE. Staff attend local consortium forums on CEIAG and CWRE, Annual conferences and professional courses. In addition, a range of careers related visits are undertaken annually to enhance continued professional development.

9. POLICY REVIEW AND EVALUATION OF ACTIVITIES

- 9.1. The school policy on CEIAG and CWRE will be monitored at various levels and at different times by key groups on an annual basis and a summary report to the Student Outcomes Committee. The full policy will be reviewed every year. The priorities from the review will be incorporated into the School Action Plan annually. Activities will increasingly be integrated into curriculum areas to ensure that the overall contribution of CEIAG/CWRE within the school remains a focus. This will include monitoring to ensure:

- The use of appropriate teaching and learning strategies;
- The regular review of learning outcomes and assessment arrangements for all work related programmes and courses;
- Anticipated learning outcomes for each activity will be identified, shared with pupils and evaluated. Evaluation data will be presented in a range of formats dependant on the activity concerned.
- Specific attention will be paid to the levels of activity that are undertaken related to the Gatsby Benchmarks. (appendix 1)
- That a record is kept of the number of opportunities pupils have to engage with employers (including those from STEM-based opportunities) during their time at The Romsey School.

10. REFERENCES

- 10.1. Good Careers Guidance (The Gatsby Charitable Foundation) - 2014
10.2. Careers Guidance and Inspiration in schools - DfE - March 2015
10.3. Framework for Careers, Employability and Enterprise Education – CDI - 2015
10.4. Careers Strategy: Making the Most of Everyone’s Skills and Talents – DfE December
10.5. 2017 Careers Guidance and Access for Education and Training Providers – DfE January 2018
10.6. Careers Guidance and Access for Education and Training Providers – DfE July 2021
10.7. The Education (Careers Guidance in Schools) Act 2022.- DfE April 2022
10.8. The Provider Access Legislation of January 2023 (Skills and Post-16 Education Act 2022)

11. APPENDIX I: GATSBY BENCHMARKS

- 11.1. The Gatsby Benchmarks have been explicitly referenced throughout the DfE’s Careers Strategy (December 2017) and the Statutory Guidance for Careers (January 2018) and subsequent reports. They originated in a research report (Good Career Guidance) from the Gatsby Foundation in 2013 which was commissioned by Lord Sainsbury. Sir John Holman was appointed to lead a research team to focus on international evidence for ‘what works’ in career development. Evidence was included from The Netherlands, Germany, Hong Kong, Ontario- Canada, Finland and Ireland. The research provided a comprehensive study of career development, explored key elements of good career development, the cost per school for good career development and the economic benefit of career development to the economy. Price Waterhouse Cooper were commissioned to provide the economic data and summarised that the cost of every NEET individual to the government equates to the amount required to provide the benchmarks to 280 pupils. The overall annual cost to the government for implementing a good careers guidance strategy was £207 million in the first year and £173 million per year thereafter. The report found 8 benchmarks of best practice, which are now more commonly known as ‘The Gatsby Benchmarks.’ They are:

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.

- 11.2. Along with the 8 benchmarks the report makes 10 recommendations for implementing the benchmarks. The Department for Education initially commissioned the Careers and Enterprise Company to support schools to implement benchmark 5 – Encounters with Employers and Employees through provision of local “hubs” and a support network which includes the provision of “Enterprise Advisers” to participating schools. The Careers and Enterprise Company has also introduced a free tool –Compass – which enables schools to self-assess the level at which they are delivering the benchmarks.

12. APPENDIX II: CURRICULUM PROVISION

- 12.1. The school offers a range of activities as part of the CWRE and CEIAG entitlement. These activities complement subject teaching; contribute towards the development of pupils’ key skills as well as encouraging a positive approach to lifelong learning. Pupils will be entitled to 1:1 guidance, but will also undertake activities which will enhance their knowledge and therefore abilities to make informed decisions.
- 12.2. In Year 7 pupils are introduced to the concepts and vocabulary surrounding “Careers” and an understanding of the journey into “Lifelong Learning” that they will undertake through information sessions introducing them to elements of the Career Development Framework. Once operational additional resources to support these activities will be available via Unifrog. They are encouraged to take part in extracurricular activities during the “Fresher’s Fair” to encourage the concept of work-life balance and transferable skills. Examples of planned cross curricular activities include exploring the concepts of communication and employability skills in English, Art projects involve pupils in working with employers such as Network Rail and in Drama, various visits take place to theatre companies and the Creative Arts conference.
- 12.3. In Year 8 pupils take part in a day off-timetable which allows them to consider different aspects of work and skills needed for employability. They are able to match roles and salaries to achievements and qualifications, along with an introduction to budgeting. They encounter and are able to question the career journey of local volunteers, some of whom are employers, and provide technical education. This

- is followed up by exercises in tutor time which develop ideas about the content of work roles, the diversity of opportunities and stereotyping. In PHSE, pupils complete a work-skills unit and Ordnance Survey work with our Geography groups to promote the relevance of their work to everyday life.
- 12.4. In Year 9 pupils are invited to discuss their option choices and given general guidance through an assembly and parents evenings. Pupils likely to take up an individual timetable are invited for a careers interview, but other pupils are equally welcome to ask for an appointment to discuss their choices. There is a curriculum focus on careers in “National Careers Week” and further activities for this year includes use of an interactive quiz on to encourage identification of and research into different career areas to which pupils may be suited. Year 9 pupils and parents are also invited to the annual Post-16 careers event in the summer term where they will meet with Local colleges, Employers and Training Providers. All year 9 pupils receive financial education from “My Bank” which includes information about careers and employer input. Selected Technology students take part in the rotary Design and Technology challenge which involves them in working alongside experts from a range of STEM disciplines.
- 12.5. In Year 10 the onus is on recognising, developing and applying skills needed in employment when through the Enterprise Project as part of ‘World of Work week’ all pupils access planned activities which use the context of employment to develop decision making and career management skills. Through these activities pupils engage in problem solving, Personal Learning and Thinking Skills and gain insights their own abilities and attributes in a working environment. Two additional days are taken up to teach pupils about the processes they will undertake in choosing Post-16 options including understanding options, interview skills and writing Personal Statements. All pupils are registered with the National Apprenticeship website through workshops delivered by “ASK”. The final day enables pupils to attend up to four of over forty different careers related presentations given by external speakers and attend the annual Post-16 careers event in the afternoon. Each pupil in Year 10 has the opportunity to spend a day at a local college. Cross curricular activities include a study of the changes in the UK economy and employment opportunities in Geography
- 12.6. In Year 11 pupils focus on their individual future plans and are given additional support to gain the skills and knowledge to make appropriate choices through. events such as college open events, support to complete application forms and personal statements and group sessions on specific destinations such as applying for modern apprenticeships which includes employer input. Pupils are supported individually according to need, are invited for individual careers interviews, and have access to a range of external services including transition support as required. All local colleges are invited to do presentations on the courses and apprenticeship that they offer in extended assemblies.
- 12.7. A small number of pupils have extended work placements in KS4 as part of an individual timetable and others have opportunities to take work skills qualifications and other specialised courses off-site. Educational visits to employers are encouraged through all curriculum areas in addition to attendance at larger local and National Careers events such as The Healthcare Science Event and opportunities to take part in college-based events about advanced study and university entrance.
- 12.8. Across the curriculum there is an evolving range of projects and challenges offered by departments which link with local businesses and institutions such as IBM, Barclays, Hillier’s, The Rotary Club, STEM activities and local colleges and universities. These are mapped on our Cross Curricular survey and data will be collected in future through Unifrog.
- 12.9. All pupils follow a programme of Personal, Health and Social Education which covers some aspects of work related education and personal development. The school hosts visitors from industry and business, including visitors to the Literary Festival and Enterprise Project.

Date of policy:	March 2024
Version:	2
Owner:	The Romsey School