

# Woodfield School



## Careers Education, Information, Advice and Guidance Policy



## Policy Review History

Date Adopted / Reviewed	Version	Author	Approved by Resources Committee	Approved by Full Governing Body	Review Date placed on FGB Agenda
June 2021	Version 1	C Patel	N/A	Summer 2021	June 2022

**Woodfield School**  
**Careers Education, Information, Advice and Guidance Policy 2021**

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**Careers Education, Information, Advice and Guidance Policy**

## **1.0 Introduction**

- 1.1 Careers Education is statutory from year 7 at Woodfield School. We are committed to providing outstanding CEAG at every level to our pupils: Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways available to them.
- 1.2 Vision  
The school ethos '*To create stimulating and aspirational learning experiences that prepare each student for adulthood*' underpins the work of careers in our curriculum.
- 1.3 Woodfield School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.
- 1.4 We develop skills for independence in preparation for an active role in society and we maintain close contact with home, making parents and carers welcome in our school, enabling them to play a full part in the education of their children.
- 1.3 At Woodfield School, we aim to empower students and equip them with essential life skills, focusing on self-development, independence and employability (at Woodfield School, we use the term employability in the broadest of sense which includes lifestyle, i.e., how your time is employed) using a personalised approach to meet individual needs and EHCP outcomes. This policy statement sets out Woodfield School's arrangements to comply with the school's legal obligations under Section 42B of the Education Act 1997 "Opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships".

## **2.0 Policy Scope**

- 2.1 The Careers Education and Guidance at Woodfield School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEAG is impartial and unbiased.
- 2.2 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.3 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)

- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy also takes into consideration PfA guidelines.
- 2.6 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 14 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.7 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.8 All members of staff at Woodfield 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 Careers Advisor.
- 2.9 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.

### **3.0 Objectives:**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
  - 3.1.1 To ensure that all students at the school receive a stable careers programme
  - 3.1.2 To enable all students to learn from information provided by the career and labour market
  - 3.1.3 The CEIAG programme should be individual and address the needs of each student
  - 3.1.4 To link the curriculum learning to careers learning
  - 3.1.5 To provide students with a series of encounters with employers and employees
  - 3.1.6 To provide students with experiences of workplace(s)
  - 3.1.7 To ensure that students have a series of encounters with further and higher education
  - 3.1.8 To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
  - 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 14

- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the pupil
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 14 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published
- 4.2 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 cf. Section 3
- 4.3 Woodfield 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.
- 4.4 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 Partner or Ofsted)

## **5.0 Governor Responsibilities**

- 5.1 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:
  - 5.1.1 Based on the eight Gatsby Benchmarks
  - 5.1.2 Meeting the school’s legal requirements
- 5.2 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 – 14.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

6.1 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.

6.2 All pupils in years 7-14 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.

6.3 Appendix 2 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

6.4 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

## **7.0 Monitoring, Evaluation and Review**

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways. For example:

- Lesson Observations and Learning Walks.
- Student voice.
- Students complete evaluation of Work Experience placements.
- Staff will complete evaluation of Work Experience placements.
- Analysis of destination data for Y11 students.

- Analysis of destination data for Sixth Form students.

7.2.1 Feedback from stakeholders through student and parent survey;

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2 The number of students who are not in Education, Employment or Training 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.

7.3 The Governors of Woodfield School will review this policy every three years.

## **8.0 Equal Opportunities**

8.1 Woodfield School support the school Equal Opportunities Policy and endeavour to implement it in the following ways:

- Equal Opportunities is promoted within lessons.
- Follows the Equal Opportunities School Policy
- Careful selection of posters and display material.
- By encouraging all students to prepare to support themselves financially if appropriate
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for experience of work
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all students of all abilities.

8.2 Principles relating to the school curriculum

Pupils will have equal access to:

- a curriculum that is differentiated to an appropriate level;
- a range of teaching styles appropriately matched to the learning needs of pupils;
- a curriculum that enables pupils to develop increasing independence;
- a fully multicultural and non-stereotypical range of curriculum resources;



### 8.3 Principles relating to progress, expectations and individual needs.

We will:

- identify the needs of individual pupils through EHCP and Annual Reviews
- ensure access as appropriate to the range of specialist provision available within school (speech and language, social communication skills, EAL) and through external agencies;
- ensure that all pupils make progress in their learning through setting appropriate learning targets followed by rigorous assessment;
- monitor individual learning targets to ensure high expectations of all pupils;
- encourage pupils to take an increasing amount of responsibility for their own learning and the evaluation of their own work.

8.4 We recognise that many courses and employment opportunities are available and suitable for individuals with varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, FE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We aim to manage expectations and emphasise what they can do and the skills they do have, involving parents in decision making choices.

## 9.0 Entitlement

In the Careers curriculum, our aim is that all students from KS3-5

- learn about themselves and the influences on them,
- develop decision-making skills,
- develop skills to help them manage transition,
- develop skills to use and research careers information,
- have access to up-to-date information about opportunities in learning and work,
- have impartial, confidential and up-to-date guidance,
- learn about the world of work,
- experience the world of work where appropriate.
- develop lifelong learning skills.

## 10.0 Parental Engagement

10.1 Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

10.2 Events for parents and carers

10.2.1 Parents/carers are invited into school during parent's evenings and Exhibition days throughout the school year. In readiness for these events, students' career aspirations as an on-going process are discussed with all parties concerned.

10.3 Parents/carers are kept up to date with career-related events and trips out, activities affecting their son/daughter via letters and texts home, the school website/portal and social media. With the student's agreement, a copy of any action relating to careers meetings will be sent home attached to EHCP/Annual reviews.

Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend.

10.4 Parents are entitled:

- to have the opportunity to speak to the Careers Lead and Head of Key Stages by appointment to discuss career and transition pathways
- to have information about Work Experience/ experience of work and the opportunity to discuss Work Experience issues,
- to access Careers information at all Academic Reviews and Parents Evenings.

## **11.0 Links with the Community, Outside Agencies and Businesses**

11.1 Woodfield School will endeavour to make links with businesses in the local area of Brent and surrounding areas.

11.2 Speakers will be invited to the school to hold careers talks during the school year where appropriate.

## Appendix 1: The Gatsby Benchmarks

<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 pupils, 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 pupils 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 pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil 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. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more</li> </ul>

		effective workers within, a wide range of careers.
<b>5.Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils 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>
<b>6.Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<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 pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## **Appendix 2: Application for Provider Access**

### **Introduction**

This document 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 7-14 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 Deborah Wood

Telephone: 03003030620

Email: [dwo@compasslp.co.uk](mailto:dwo@compasslp.co.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 Careers Advisor 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.

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 school library.

### Appendix 3: Key Stage 3 Provision

#### Careers Provision Map Woodfield School – Key stage 3

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• Will have access to (where appropriate) a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial careers advice</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PSED/Lifeskills, Careers at Every Level</li> <li>• Access to careers resources –</li> <li>• At least one meaningful encounter with an employer or employee per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities</li> <li>• Parents evening – career</li> </ul>	<ul style="list-style-type: none"> <li>• Will have access to (where appropriate) a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial careers advice</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PHSE/Lifeskills, Careers at Every Level</li> <li>• Access to careers resources</li> <li>• At least one meaningful encounter with an employer per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities</li> <li>• Drop down careers day</li> <li>• Sector specific guest speakers</li> <li>• Parents Evening – career choices</li> <li>• Visit to a workplace</li> <li>• Contribute to OCR Life and Living skills units in Vocational education.</li> </ul>	<ul style="list-style-type: none"> <li>• Will have access to (where appropriate) a formalised weekly</li> <li>• careers curriculum</li> <li>• Comprehensive and</li> <li>• impartial careers advice</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PHSE/Lifeskills, Careers at Every Level</li> <li>• Access to careers resources</li> <li>• At least one meaningful encounter with an employer per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities Drop down careers day</li> <li>• Sector specific guest speakers</li> <li>• Parents Evening – career choices</li> <li>• Visit to a workplace</li> <li>• Foundation Learning – taster sessions</li> <li>• Option choices – a range of planned support for subject choices</li> <li>• Attendance at Careers Fairs/employer events</li> <li>• Contribute to OCR Life and Living skills accreditations in Vocational education.</li> <li>• PCR meeting</li> <li>• Access to careers advisor</li> </ul>

## Appendix 4: Key Stage 4 & 5 Provision

### Careers Provision Map Woodfield School – Key stage 4 & 5

Year 10	Year 11	Year 12	Year 13	Year 14
<ul style="list-style-type: none"> <li>• Will have access to (where appropriate) Access to a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial one to one guidance interview</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PSED/Life skills, as well as links to individualised PFA outcomes as outlined in the EHCP.</li> <li>• Careers at Every Level, Employability lessons</li> <li>• Access to careers resources</li> <li>• Drop down careers day</li> <li>• Sector specific guest speakers</li> <li>• Parents Evening – career choices</li> <li>• Visit to a workplace</li> <li>• Attendance at Careers Fairs/employer events</li> </ul>	<ul style="list-style-type: none"> <li>• Will have access to (where appropriate) Access to a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial one to one guidance interview</li> <li>• At least one meaningful encounter with an employer per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities</li> <li>• Drop down careers day</li> <li>• Sector specific guest speakers</li> <li>• Parents Evening – career choices</li> <li>• Visit to a workplace</li> <li>• Attendance at Careers Fairs/employer events</li> <li>• Curriculum links as well as links to individualised PFA outcomes as outlined in the EHCP.</li> <li>• Transition visits</li> <li>• College open days &amp; taster days</li> </ul>	<ul style="list-style-type: none"> <li>• Will have access to (where appropriate)</li> <li>• Access to a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial one to one guidance interview</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PHSE/Life skills</li> <li>• Employability lessons</li> <li>• Access to careers resources –</li> <li>• At least one meaningful encounter with an employer per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities</li> <li>• Parents and carers will have access to LMI resources through website</li> <li>• Take part in a mock interview</li> <li>• Work Experience opportunities –Internal/supported and External</li> <li>• Access to SEN Careers advice through annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Will have access to (where appropriate)</li> <li>• Access to a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial one to one guidance interview</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PHSE/Life skills,</li> <li>• Employability lessons</li> <li>• Access to careers resources –</li> <li>• At least one meaningful encounter with an employer per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities</li> <li>• Parents and carers will have access to LMI resources through website</li> <li>• Take part in a mock interview</li> <li>• Work Experience opportunities –Internal/supported and External</li> <li>• Access to SEN Careers advice through annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Will have access to (where appropriate)</li> <li>• Access to a formalised weekly careers curriculum</li> <li>• Comprehensive and impartial one to one guidance interview</li> <li>• Posters and Displays</li> <li>• Curriculum Links – PHSE/Life skills,</li> <li>• Employability lessons</li> <li>• Access to careers resources –</li> <li>• At least one meaningful encounter with an employer per year</li> <li>• Careers Assembly</li> <li>• Enterprise Activities</li> <li>• Parents and carers will have access to LMI resources through website</li> <li>• Take part in a mock interview</li> <li>• Work Experience opportunities –Internal/supported and External</li> <li>• Access to SEN Careers advice through annual reviews</li> </ul>