



Eskdale School

A place of belonging, a place of inspiration

Careers Education, Information, Advice and Guidance Policy

Eskdale School aims:

To develop as a vibrant, dynamic community committed to the principles of "Every Child Matters" so that all of our students

1. are safe and healthy
2. enjoy and achieve
3. make a positive contribution

Document Status

Date of Policy Adoption by Governing Body: September 2015

Reviewed

September 2017

Next Review

September 2020

Signed (Chair of Governors)

ESKDALE SCHOOL

CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE issued statutory guidance in March 2012 on how this should be implemented to which schools must have regard in carrying out the new duty.

We are committed to meeting national and local expectations in relation to Careers, Education, Information and Guidance (CEIAG) by:

1. Ensuring we provide independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's 'Principles of Good Practice' (Section 10 of the statutory guidance, March 2015), DfE's 'Careers Guidance and Inspiration in Schools' (April 2017) and Ofsted's 'Inspection Criteria for Evaluating Careers Provision in Schools' (September 2015)
2. Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

Current priorities

Our careers strategy is informed by these current priorities:

1. supporting individual aspirations, improving attainment and ensuring positive destinations
2. meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
3. developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability

4. improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
5. developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
6. working with parents/carers, alumni and education, community and business partners to meet students' career development needs

Aims

1. To help students, make well-informed choices about their future working lives and to translate these effectively into appropriate decisions and actions, including managing transitions.
2. To maintain and develop links with the range of organisations providing appropriate opportunities for the students, including further study (further and higher education), apprenticeships, work and voluntary opportunities.
3. To remain wholly independent, offering objective and impartial advice and information so that students are aware of all the education, training and career pathways.

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Objectives

4. To source and provide up-to-date information about occupations, apprenticeships, further education courses, higher education opportunities and local labour market information.
5. To help students understand and develop the necessary skills to equip them for whatever career path they choose.
6. To provide opportunities for students to understand their competencies, aspirations and options through a variety of means, including personal discussion with the careers adviser and other professionals.
7. To support and inform parents through the IAG (Information and Guidance) process.
8. To provide CEIAG, adhering to national codes of good practice and professional standards.

Eskdale School will secure and (when necessary) pay for independent and impartial careers guidance advice and information. This primarily consists of access for all students to face-to-face interviews

with the School's Careers Coordinator/Careers Advisor (Careers Leader), which is supplemented with external advice in the form of information events, outside speakers, careers fairs, university visits, and transition meetings for SEN pupils. This IAG also includes access to an impartial online careers guidance and information program such as Fast Tomato, Plotr or Kudos. In addition pupils are encouraged to access additional information via the School Careers page which lists useful websites and keeps pupils and their parents/carers updated.

In order to provide for the real needs and circumstances of our pupils, support including face-to-face interviews with external advisers may be provided for those pupils to whom the School deems it to require it, including those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School's own Careers Advisor.

The School will provide information and verbal briefings on pupils to help the external advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.

The School will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs.

The School will provide a range of supplementary careers activities and works with local colleges, further education and higher education providers, work-based training and apprenticeship providers in order to ensure that pupils have access to knowledge about the range of options at each stage of their education.

Evaluation

1. The Careers/PSHE programme is evaluated on an annual basis to ensure appropriateness and currency of materials. The PSHE Lead and the Careers Leader meet regularly to review effectiveness.
2. Views of students are gathered via feedback and student voice activities.
3. Views of parents are sought through contact at parents' events, careers interviews, meetings and other informal contact.