

## **Careers Education, Information, Advice and Guidance (CEIAG) Policy 2022-2023**

This report should be read in conjunction with the following policies:

- PSHE Policy
- Equality Policy
- Home School Agreement
- GDPR Privacy Policy

Designated Governor for CEIAG: Mrs. Jane Elwell

Designated SLT member: Mr. Andrew Samuels

Other key staff: Ms. Eleanor Harris, Mr. Stuart Mincher.

### **Aims of this policy:**

- **To outline Moseley Park's commitment to CEIAG** – we are currently refining our careers programme, to raise the profile and effectiveness of our provision.
- **Identify student entitlement-** all students from Year 7 – Year 13 are provided with an accessible career education, which enables them to make informed decisions in relation to the pathways that are suitable and available to them.
- **Moseley Park's commitment to ensuring that external education and training providers have access to our students** - students in all year groups will be provided encounters with external education and training providers in line with the ' Baker Clause'.
- **The school's Career Programme will raise aspirations, challenge stereotypes, celebrate diversity and promote equality of opportunity.** This will ensure that we are meeting the needs of our diverse school community.

### **Student entitlement**

#### **Year 7**

Students will identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.

Students are introduced to careers resources and informed how to use them.

Students are introduced to Unifrog to explore their interest, what career paths they can take to reach their goals. Find and successfully apply for their next best step after school.

Students have optional access to independent and impartial advisers via drop in sessions.

By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

Students will begin to think about GCSE option in terms of career pathways and plan future within school.

### **Year 8**

Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.

Students introduced to the world of work and how it is constantly changing.

Students introduced to other careers software and websites available in school.

Students encouraged to think about what they might like to achieve after school.

Students have optional access to independent and impartial advisers via drop in sessions.

They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Students will have been provided with the information required, for them to make informed decisions and select the correct GCSE options to meet their desired destinations.

### **Year 9**

Students encouraged to reassess personal strengths with a focus on transferable skills.

What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.

Students encouraged to challenge stereotypes within the world of work and traditional job roles.

What is a CV, what is a cover letter and why do people applying for jobs need them?

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## **Year 10**

Students explore in depth the range of pathways available develop their employability and interview techniques.

Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.

Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.

Students begin CV and cover letter writing.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Specific mock interviews for those with a particular career path in mind also available.

Students complete work experience and record progress in Work Experience Log.

## **Year 11**

Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form, college, technical vocational routes, apprenticeships and Higher Education. Interview techniques further developed.

Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.

Students are encouraged to think about the kind of behaviour potential employers look for.

Students are encouraged to attend careers talks, fairs, college and university open days and taster days with employers and training providers.

Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter Students are kept up to date with post 16 deadlines.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Destinations of students are monitored for there, after the completion of Year 11.

### **Year 12 & 13**

Students are given specific help with preparing UCAS/applying for apprenticeships.

Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs. Students should start to understand how world of work is changing and how it might affect individuals.

Students learn how to manage a career in terms of progression, budgeting and planning for the future.

Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.

Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.

Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

### **School Improvement Plan**

The CEIAG is linked to the following SIP IAG priorities:

- Systems are in place to ensure all students are supported to access positive destinations at 16 and 18
- Students choices inform provision at Post 16
- The PSHE programme for each year group 11 – 18 contributes positively to IAG
- All students are supported to gain positive destinations at 16 and 18
- The school's work in IAG is recognised externally
- All students gain positive destinations at 16 and 18
- An increased proportion of Year 10 students complete successful work experience placements

### **Involvement of staff**

All school staff link their curriculum areas to the careers education programme, ensuring that students are aware of how each subject links to the world of work and the careers that are available through studying each specialism. Members of staff work with students to help them identify the pathways which, may interest them and provide guidance. Staff will identify the importance of STEM subjects and how they link into the wider world of work, providing engagement with linked careers.

## **Careers Library**

Careers resources can be found in the CEIAG Hub, cyber café and on our online careers portal located on the school website: <https://www.moseleypark.org/information/careers-information>. All resources are regularly maintained and updated by Mr. A Samuels, these resources are available to be accessed at any time.

## **Work Experience**

Students in Year 10 participate in work experience for the duration of a week to experience the world of work. Students are provided with the necessary support and guidance to prepare for this, engagement with employers and employees enhancing their employability skills.

Students in Year 12 are also encouraged to participate in a further work experience placement, to continue to build on their employability skills.

## **External Partners**

We work closely with external partners to ensure that our students receive impartial CEIAG, *further information can be located in our Careers Programme.*

## **Send students**

SEND students receive specialist support from the school SENCO, support staff and Connexions, as well as our pastoral team. This support is in addition to the careers programme provided whole school. Students requiring further support, are provided with further guidance to ensure that suitable destinations are identified.

## **Pupil Premium**

Pupil Premium students are provided with the same opportunities within the careers programme, we ensure that financial barriers do not impact on student participation. Extensive tracking is carried out of PP and non PP students to measure the impact and identify any gaps that need to be addressed.

## **Parents**

Parents are encouraged to access Labour market information and post 16/18 pathway options in order to support their child in making their decisions.

## **Record Keeping**

The school will retain data on student participation in enterprise and career education, together with IAG received. These records are accessible to the student and support the student's career development.

Date:	September 2022
Date approved:	
To be reviewed:	September 2023
Policy written:	Mr. A Samuels – Assistant headteacher

