



## The Oaks Secondary School

### Policy for Careers Education Information and Guidance (including enterprise education and work related learning)

<b>Approved by:</b>	School Committee	<b>Date:</b> 5 <sup>th</sup> December 2022
<b>Signed by:</b>		(Chair)
<b>Last reviewed on:</b>	November 2022	
<b>Next review due by:</b>	Autumn 2023	

## **CEIAG POLICY**

This policy will be reviewed annually and should be read in conjunction with the CEIAG and Enterprise action plans.

**Member of staff responsible for Policy: M.Broom**

# **ENTERPRISE, CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG), AND WORK EXPERIENCE POLICY**

## **Statutory duties**

1. The Education (Careers Guidance in Schools) Act 2022 amends the existing duty in Section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 13 (17-18 year olds).

2. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships, supported internships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- Is presented at a level appropriate to the age and developmental level of our pupils

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. At the Oaks this expectation will include pupils in year 14. However, it is the responsibility of staff, parents and carers to provide access to providers who can meet the post school needs of our pupils. Whilst it is important to be ambitious for our pupils we must ensure we do not raise false expectations.

4. The school must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:

- any procedural requirement in relation to requests for access;
- grounds for granting and refusing requests for access;
- details of premises or facilities to be provided to a person who is given access.

5. The school may revise the policy statement from time to time. The policy and any revised statements will be published on the school website. It is expected that a policy statement will be published for each school with the Durham Learning Federation.

6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 7 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader

- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
  - how the school measures and assesses the impact of the careers programme on pupils
  - the date of the school's next review of the information published

## **The Oaks Secondary School – CEIAG**

The Oaks Secondary School is a local authority school, for young people with moderate, severe and profound learning difficulties and or Autism Spectrum Conditions. Our pupils attend from across South West Durham, with a number from further afield.

At the heart of the school ethos is the notion of creating a positive learning environment where students have a sense of belonging to the school and wider community, and they develop a healthy respect for themselves and that community.

The curriculum at The Oaks Secondary School will enable students to access a wide range of opportunities that allows them to develop the confidence to make the most of their abilities.

As a school we have a responsibility to prepare students for the time they enter the wider community either through employment, social care provision, further training or continued education. A key element of this preparation comes through the delivery of a coherent Careers Education Information, Advice and Guidance Programme.

The delivery of this programme will support not only the central aims of the school, but will reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the **Preparation for Adulthood**.

Preparation for Adulthood includes teaching pupils about the world of work, life-long learning, independence and skills for personal health and wellbeing. When using the term 'Careers' we are referring to life beyond school in this wider sense.

CEIAG provision is targeted to the specific needs of all learners, group sessions are either led by internal knowledgeable staff members or experts external to the school, in all cases the information, advice and guidance will be impartial and will meet the needs of the young people.

The Oaks Secondary School works in partnership with impartial, external and expert careers guidance providers, most notably the Durham Works Improving Progression team, to ensure pupils get good advice on the full range of post-16 options.

The statutory guidance makes it clear that face-to-face careers guidance can help pupils, particularly those from disadvantaged backgrounds to make informed choices and successful transitions.

All students in year 11, for whom it is appropriate, will be allocated 1:1 interview sessions both with a member of school staff and with a member of the Improving Progression Team.

All students will have interaction with external careers experts through assemblies, class sessions, external visits and small group activities. Students also receive independent careers advice from staff in school, whose role it is, is to support and encourage students to follow a route that will help them fulfill their potential. These sessions reinforce work that has been undertaken during CEIAG lessons and in their interviews with Improving Progression case worker.

Year 14 pupils will work closely with staff in school, partners and professionals to ensure their next steps are planned well in advance.

A young person's career beyond school is broad and diverse and reflects the progress they make in learning and work throughout their lives. It is part of the vision and ethos of The Oaks Secondary School that all learners (and their parents or carers) receive a planned programme of activities and information to help them choose 14-19 pathways that are right for them and to enable them to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and The Department for Business Innovation and Skills, professional bodies and other published research as it is available.

The Oaks Secondary School is committed to working towards a Quality Award for Careers Education, Information, Advice and Guidance. The Gatsby benchmarks will be used to measure the success of CEIAG across the school. The Compass tool will also be used to ascertain the level of provision that currently exists within school and used for self-evaluation and future planning purposes.

The Gatsby benchmarks are at the heart of CEIAG provision and action planning for future progress. The Gatsby benchmarks are set out below.

### **Gatsby Benchmarks**

A stable careers programme

Learning from career and labour market information

Addressing the needs of each student

Linking curriculum learning to careers

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

Experiences of workplaces

Encounters with further and higher education

Personal guidance

## **Intent**

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, develop knowledge and skills, challenge stereotyping and promote equality and diversity.

In the light of initiatives and most importantly the National Quality Standards for IAG there is a need to make the school position clear. The Careers team has established three broad aims that run through the CEIAG programme.

1. Self Development – to understand themselves and the influences on them
2. Career Exploration – to investigate opportunities in learning and work
3. Career Management – to make and adjust plans to manage change

These aims run through all pathways of learning at the Oaks, the delivery and learning will be appropriate for all ability levels.

## **Implementation**

The Careers Coordinator will manage the careers education programme and be responsible to the Head of School.

Experience or work related learning is planned and implemented by the Assistant Head of KS4. This member of staff works in conjunction with the member of staff responsible for Health and Safety to ensure procedures are in place and safe practices are followed.

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered through the curriculum at Key Stage 3 and 4.

The CEIAG programme is planned, monitored and evaluated by the Careers Subject Leader in consultation with the head of school. As part of the drive to improve CEIAG all staff will have identified how their subject can have an effect on the development of students employability skills and also how their subject relates directly to a range of different careers.

## **How does the School intend to implement the Gatsby benchmarks?**

- Undertake an Action Plan and audit that will be reviewed on an annual basis.
- Plan both long term and medium term lessons as part of PSHCE that will examine labour market information and guide students accordingly.
- Ensure that Careers guidance is person-centred and that individual aspirations and ambitions are supported and achievable.
- Ensure that medium term plan curriculum plans feature work related and employability skills that will enable the students to succeed.
- Arrange appropriate experience of work and encounters that enable students to meet and develop their knowledge of employability.
- Arrange visit, both in groups and individually to support students with transition to further

education establishments.

A more detailed annual action plan can be viewed and read in conjunction with this document.

### **Guiding Principles**

The school recognises the following principles, that CEIAG :

- is not just about finding a job but is concerned with preparation for adulthood.
- should be long term and continuous.
- should be educative in nature and have clearly defined aims.
- should be a developmental and positive process which allows for the individual development of our students.
- should encourage students to ask, "Who will I be?" *not* "What will I be?"
- should be an essential and integral part of the school's curriculum and be given the time and space for effective delivery.
- should help to motivate students by helping to make school and the education process more meaningful.
- should be impartial and be in the best interests of the students and should not seek to promote the interests of the school above those of the students.

### **Careers Education Information, Advice and Guidance Provision**

The provision and support for students is provided to students from Years 7 – 14. and becomes more focused at specific times relevant to choices and decisions that need to be made. The development and delivery is coordinated by the Careers Subject Lead with support from the Head of School. As a matter of policy this is a flexible and personalised approach, each year resources will be monitored and feedback sought from learners and tutors to drive continual improvement.

The scheduled procedures for students within each Key Stage are as follows:

#### **KS3 Provision**

The Statutory Duty to provide CEIAG starts from year 7, at The Oaks Secondary School this is done through the delivery of Preparing for Adulthood lessons in Year 7. From Year 8 pupils also receive CEIAG lessons once per week where pupils will work on a set curriculum to make progress toward the CEIAG aims. Some pupils with the most complex needs are taught about the world of work and skills needs for life beyond school in a more cross curricular way.

In KS3 pupils work through the Skills Builder Framework which work on 8 core skills; these are Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork. Pupils have the opportunity to then apply new knowledge in project work each term within their Preparing for Adulthood lessons.

Furthermore, to support option guidance there is a Year 9 choices evening where students and their parents can explore the courses available at Key Stage Four.

## KS4 Provision

CEIAG is delivered through a discrete timetabled lesson where students will complete units towards the ASDAN Personal and Social Education Certificate qualification as part of the MLD pathway. This qualification includes modules on:

- Preparation for work
- Making informed career choices
- Managing Money
- Relationships, behaviour and practices in the workplace

There is an alternative curriculum plan shaped around personal development and the world of work for pupils who work within the SLD, PMLD and Discrete ASC pathways. The modules described above and others will contribute to pupils completing the ASDAN transition challenge and working towards independence accreditation.

In addition to curriculum based activities students will be given opportunities for the following:

- Group talks with external experts on action planning, career path development and interview preparation.
- Individual interviews arranged by the tutor and/or KS4 team for specific students.
- All students in key stage four have the opportunity to complete or contribute to a "Career Personal Profile" document which enables them to take full part in their person-centred review and helps professionals to identify outcomes that will help individuals to work towards their aspirations. This document will be used within the EHCP review to inform future support.
- Students are supported to develop their understanding of local and national labour market information.
- Pupils are taught how to produce and maintain a good CV/letter of application during lessons where relevant.
- Pupils are supported through the application process, the HLTA responsible for transition will work closely with year 11 pupils on a regular basis.
- Durham works will be providing mentoring sessions for pupils who would benefit from these.
- School provides information about the various options available, Sixth form, college, traineeship, apprenticeship etc.
- The School hosts and facilitates an annual Careers Evening which is attended by all local providers including social care and alternative provision organisations.
- Students have a 1:1 Interview with the Improving Progression team prior to transition.
- Pupils will attend college open days / virtual tours in Year 10 to help make an informed choice with regard to their next steps.
- The 'Future me' mentoring programme will be initiated supporting pupils who have the potential to attend university in the future.



School has an allocated Enterprise Adviser through the North East Enterprise Partnership (NELEP), The Enterprise Adviser is an experienced business volunteer who can support the school to connect to the labour market. Our current advisor is Sophie Carvin, Northumbrian Water.

It is good practice that, every year from the age of 11, pupils should participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 11. Different encounters will take place during and for each academic year group. But essentially this will entail

- alumni activity
- business games, enterprise competitions and days;
- careers fayres;
- employer encounters with parents/carers;
- employer involvement in the curriculum;
- employer mentoring;
- employer talks/assemblies;
- CV workshops;
- mock interviews;
- speed networking/careers carousels
- Visits from workers from familiar and unfamiliar settings

## **Work Experience**

Work experience opportunities are available to our pupils at the Oaks throughout their school life. Pupils are expected to be as independent as possible and contribute to the smooth running of their class. This can take the form of monitor duties such as handing out equipment or taking messages to other parts of school. Work based projects are also included within the curriculum where pupils in the summer term each year will participate in work related learning from local businesses. In year 8 pupils have the opportunity to apply and to be interviewed for roles that they can undertake, they will then carry out these roles across the year. Where relevant in year 9 all pupils will make an external day visit to a local business where they will learn all aspects of the business, they will then complete a linked project in school.

In year 10 pupils will undertake a work-related experience where they will fulfill work related roles for up to a week in the summer term. This experience can include:

- Workplace visits
- Work experience
- Work related shadowing
- Work experience in school

Pupils will reflect on work experience related learning and update their careers related documents on a regular basis. A central record is kept in school to support students during transition and further education placements.

## Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, work related learning and enterprise, special educational needs and disability, equality and diversity, gifted and talented, looked after children and PSHE, there are also links with the CEIAG access arrangements policy.

## Professional development

The Careers Subject lead; has undertaken suitable training and professional development to ensure that they are able to manage their responsibilities. The Careers lead has recently achieved the 'Career Development Institute' Level 6 Diploma in Careers Guidance and development. The Careers Subject lead will also attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings and staff training.

There are annual updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Subject lead in conjunction with the PSHE Subject lead or by individual request. The school endeavours to meet training needs within a reasonable period of time.

## Resources

Funding for running costs is allocated in the annual budget planning round. Funding for curriculum team activities comes from the curriculum team allocation, funding for WRL and EE comes from the school budget and is allocated accordingly depending upon need.

## School Links

The table below shows how links with a variety of organisations enriches the CEIAG, Enterprise and Work-Related Learning programmes in school.

<b>Organisation</b>	<b>Examples of how partnerships/links will be strengthened/developed</b>
Local Businesses/Employers/Organisations	Building up a database of businesses and organisations that are willing to become work experience placements organisations and also are prepared to contribute to the extended work experience programme.
Other partner schools and colleges	Business and Enterprise activities/events with partner schools/colleges focussing upon WRL and EE. Various visits to careers fayres and visits to further education establishments as well as taster sessions at college. Use of facility at the Durham Federation in order to develop vocational training opportunities.

Improving Progression team	Close collaboration between school and Durham Works (Improving Progression team) in order to ensure the transition and careers advice to students is bespoke and personalised. 1:1 interviews with students and attendance at EHC plan review meetings
Bishop Auckland College New College Durham Houghall College Derwentside College Darlington College	Frequent liaisons and meetings between school and college to transfer valuable information to further education providers. Data sharing agreements with local and further education providers.
Other Partners:  NEAS Thornbeck Innovations Pathways Livin Futures Durham Works Fire it up Apprenticeships Future Me (NECOP) LA Supported Internships	Attendance at Careers Fayre Improved guidance of alternative options if a pupil College is not the correct setting to meet their needs. Increased opportunity for collaboration with pupils, parents, carers. Attendance in assemblies if relevant.

## Long Term Planning

CEIAG has changed significantly in recent years in schools and The Oaks Secondary School aims to be at the forefront of any future developments. We also aim, given the wide ranging and diverse needs of our learners, to be as inclusive as possible and adapt our practice to meet their individual needs.

Initiatives from national and local government have meant that schools have to reconsider the nature, timing and priority of their CEIAG in the curriculum. An audit has been completed to ascertain what career related learning is taking place across the curriculum. The Careers Subject lead will carry out an audit annually which will inform the action plan to ensure that CEIAG is person centered and will meet the aspirations of all our learners.

The Careers Subject lead will pursue excellence in CEIAG as part of the action plan. The long term goal of The Oaks Secondary School is to gain the benchmark award in CEIAG provision, this is a three year programme and is designed to ensure that the advice and support that our students are provided with is outstanding at every level.

The Oaks school will endeavor to provide key information via the school website. There is a dedicated page for CEIAG which features this policy, there will be individual pages for students, parents and carers, teachers, other professionals and other key personal such as employers and training providers.

On this part of the website there will be the CEIAG rationale which sets out what the subject hopes to achieve. As well as the rationale subject overview for each year group will also be available which displays the different areas of learning to be covered on the long term plan for CEIAG. This will be modified year on year depending upon the cohort. This aspect of the website will also feature key links to other websites and useful sources of information for students and parents/carers. Students and parents/carers will be given opportunities to attend various careers events where employers and training providers will be invited into school.

Medium term plans will also be created to demonstrate the learning aims of each term's work and the outcomes that the school is hoping to achieve. There will be a summary of activities relating to each term. This will also feature the partner organisations and the role that they will play in developing CEIAG within school.

One of the key aspects of CEIAG is providing opportunities for our young people, who are able, to understand LMI (Labour Market information). Links will be provided to our students via the school and Federation website. This will form the basis of this aspect of Gatsby benchmarks and will be key in supporting our young people to plan their career paths. The school curriculum must bear LMI in mind when preparing the curriculum as this can have a profound effect on supporting our young people to develop skills, expertise and ability to form their personalities to prepare for their working lives and to make decisions that will affect the rest of their lives.

As part of the EHCP process all students from Year 9 should focus on the Preparing for Adulthood agenda: , Employment, Friends, relationships and community, independent living and good health. Focus in The Oaks school should be centred on these key characteristics. The EHCP process should be student led and student centred with a focus on these key themes. Outcomes and steps towards achieving these outcomes from

Year 9 should be based around supporting our young people to achieve not just their own individual outcomes but also the ability to develop skills and attributes that will enable them to achieve their own aims and/ or their carers hopes for them. Students should be encouraged to plan from Year 9 their future career goals and support from school will be offered to ensure that Key Stage Four option choices are made with these in mind. Students in Year 9 will be given opportunities to attend a Year 9 options event to support and offer guidance with Key Stage Four option choice. Support will also be given to parents and carers so that they understand what is on offer and the school recommendations for their child

CEIAG forms an integral part of the curriculum at The Oaks Secondary School and as part of the drive to improve standards in school curriculum leaders will be asked to support the development of their subject by demonstrating to students how their own individual subject leads too and supports employment opportunities. This is particularly relevant for STEM subjects.

**Key Staff**

Head of School: Mr Martyn Tweddle

Link Governor: TBC

Careers Coordinator: Mr Martin Broom

PSHE Coordinator: Mrs Lynsey Brown

Special Education Needs and Disability Coordinator: Mrs Crawford

Head of Key Stage Four: Mr Martin Broom

Experience of work Coordinator: Mr Martin Broom