



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

POLICY

SLT responsible:	Acting Associate Principal
Last reviewed:	September 2021
Ratified by Trustees:	9 December 2021

Introduction

Hailsham Community College is the Lead School for East Sussex Careers Hub and the Careers Leader has been nationally recognised for her work within the college and in the community.

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to learners at Hailsham Community College. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-college remit designed to complement the rest of the college curriculum.

This policy sets out how career activities are delivered at college and explains what stakeholders can expect from the careers programme.

Hailsham Community College Secondary Academy is part of the wider Hailsham Community College Academy Trust and our careers programme across the Primary academy is in development to ensure that we can support learners in the all through setting, to remove barriers to jobs and careers in the future.

Aims and objectives

The Hailsham Community College careers programme aims to:

- encourage learners to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at college
- ensure learners readiness to take their next step in their learning or career.

Hailsham Community College follows the principles of the Gatsby Benchmarks (see references).

The objectives for the careers programme are as follows:

- helping learners to understand the changing world of work
- facilitating meaningful encounters with employers for all learners
- supporting positive transitions post-16 and post-18
- enabling learners to develop the research skills to find out about opportunities
- helping learners to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.
- Helping children to understand from the beginning of primary school the benefits for themselves and society of working and having a career.
- Encouraging children to have the highest aspirations for their working lives.
- Broadening children's knowledge of the types of jobs and careers available.

Learner entitlement

All learners are entitled to be fully involved in an effective CEIAG programme.

Learners are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at college, all learners can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Y11 and after Y13
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- a meaningful encounter with a representative from the world of work each academic year; including the primary phase; this could be through work experience, Careers Fair, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond college, supported by our Careers Champion programme
- the opportunity to talk through their career and educational choices with staff including mentors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to learners of any secondary year group.
- the school to provide parents/carers with information to support learners' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the learners.

Parental involvement

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 college is keen to foster parental involvement in the careers programme, wherever possible.

In the primary phase, parents are welcomed into the school to share their jobs and careers with the children. Giving children valuable experiences and knowledge of real people in real positions.

Events for parents and carers

Parents/carers are invited into college to discuss their son/daughter's progress at Parents Evenings.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events are held for parents including, but not limited to, Key Stage 4/GCSE Options Evening, parents evenings and open evenings.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the college website/portal and social media and the primary phase newsletter. With the learner's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at college, should they have any questions or concerns.

Delivery of the Careers Programme

Careers education

Primary Phase

The primary phase works to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

The Primary phase engages with local employers, businesses and professional networks, inviting visiting speakers, as appropriate. There will be a focus on any visiting speakers not only passing over knowledge and experience to children but actively challenging stereotypes too.

In KS2 the primary phase will use entrepreneurial projects to support career choices and aspirations. These encounters will include: creating and marketing products, running a school shop, organising fund raising events, etc...

Years 7, 8 & 9

Key activities: KS4/GCSE options choices

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the KS4/GCSE options process.

By the end of Year 9, all learners will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities: Work experience and mock interviews

Career activities focus on preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options.

By the end of Year 10, all learners will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Be introduced to the different Post-16 pathways.

Year 11

Key activities: Post-16 applications

Learners will learn how to write a personal statement for post-16 applications; get support to apply through Careers East Sussex; hear from guest speakers in assembly about sixth form, college and

apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all learners will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in college and out of college where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting one-to-one with a Level 6 qualified careers adviser.

Year 12 & Year 13

Key activities: Post-18 applications, mock interviews and work experience

In Year 12, lessons include post-18 options, covering both university and alternatives to university. Learners will take up one week's work experience. In addition, a range of other enrichment activities are available to support students to develop additional skills and knowledge.

In Year 13, learners will have a mock interview, so lessons will help prepare learners for this and explore how to get the most out of the experience. Learners are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of sixth form, all learners will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Attend events in college and out of college where they can speak to employers, colleges, training providers and universities

Aspirations Week

Each year, the college's Aspirations Week gives learners of all year groups a chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. The week includes a range of activities including speakers in assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talks and a careers fair.

Career guidance meetings

Learners are entitled to appropriate guidance to meet their individual needs. All learners at college can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service.

Learners are prioritised for careers meetings based on need and through self-referral. All learners will have had a 1:1 careers guidance meeting by the end of Year 11 and again by the end of Year 13 for those in Sixth form.

Needs-based referral

The referral procedure works as follows:

- Heads of House, Pastoral Support Assistants, Sixth Form Team or SENCO/Inclusion Team identify learners who would benefit from early intervention, for example learners with lack of direction or lack of motivation; students with SEND; certain students receiving pupil

premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

- In Y11, mentors support learners throughout the post-16 options process.
- The college is currently developing an approach where all learners are invited to complete an annual questionnaire to support their careers and aspirations so that we can best support them.

The outcome of all these activities allows the careers adviser to prioritise learners for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those learners identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the learner leaves college in partnership with Youth Employability Service.

Self-referral

Learners may refer themselves for a careers meeting at any point, directly via the careers office or via a Mentor, Pastoral Support Assistant or Head of House. An appointment with the adviser will then be arranged. Learners are made aware of the qualified careers leader through assemblies and via mentors.

As per the CDI Code of Ethics a 1:1 Careers meeting is confidential. The careers adviser will record action plans. Learners will receive a copy and are encouraged to share with parents and staff so they can support the process. If a learner is absent or fails to attend, an alternative time will be arranged.

Career information

Career information is available through relevant displays and Year Group noticeboards or cascaded via mentors or through year group assemblies. The careers hub (in the Learning Resource Centre) includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides curriculum related careers opportunities. Careers is also delivered through specific lessons as part of the PSHE curriculum.

Online resources include Fast Tomato and a range of reliable websites collated by the Careers Leader. One mentor session per fortnight is dedicated to Careers to support the Careers Education Programme.

External providers

A range of external providers are invited into college to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, college alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at college.

See also, Hailsham Community College Policy Statement on Provider Access.

Management and staffing

The Careers Leader is responsible for taking a strategic lead and direction for careers work in the college; working under the direction of the Acting Associate Principal and working with the Heads of House, HE Champion and Careers Champions.

The Careers Leader is a Level 6-qualified Careers Adviser and a member of the UK Register of Career Development Professionals.

A broad range of staff support careers activities and careers learning at college including Heads of House, Mentors and subject teachers. The HE Champion takes a key role in supporting and administering career-related activities and events. They also take responsibility for monitoring and supporting targeted groups of learners. The HE Champion is also a Level 6 qualified Careers advisor and a member of the UK Register of Career Development Professionals. The HE champion specialises in supporting SEND students in the college. The HE Champion role is externally funded, therefore not a permanent role in the careers department.

Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG at Hailsham Community College at training days or staff briefing. The Careers Leader attends conferences and careers network meetings to keep up to date with best practice and legislation. The Careers Leader offers in house training for Careers Champions on a termly basis.

Resources

The college is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer links

Links with employers, businesses and other external agencies continue to grow at Hailsham Community College by building on local community connections; as well as through the support of the college's two Enterprise Advisors and East Sussex Careers Hub (brokered through Careers & Enterprise Company).

Equal opportunities

The college is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All learners can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of learners requiring additional support, with no limit placed on how many times a learner might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support learners who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Hailsham Community College, while non-traditional routes are supported and encouraged.

The destinations of college-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the college considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for learners.

The careers programme is evaluated in a number of ways, including:

- learner feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, Aspirations week activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18
- Compass audit tool

Hailsham Community College has achieved the Quality in Careers Standard and is Lead School for East Sussex Careers Hub.

References

The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance

Monitoring, Evaluation and Review

This policy was formally approved by the Board of Trustees on: 2 December 2020

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded