

## The Priory School



### Careers and Work Experience Policy

<b>Monitoring</b>	<b>Frame of engagement</b>	<b>Date</b>
<b>Member of Staff Responsible</b>	Assistant Headteacher (student welfare)	
<b>Governor Accountability</b>	Delegated to link governor	
<b>Consultation Parameters</b>	Link Governor for Pupil Related Matters – Paul Holmes, staff, CEIAG advisor	January 2021
<b>Information</b>	Staff	
<b>Date of latest version</b>		January 2021
<b>Date for next review (and cycle)</b>		January 2022 Annual Review
<b>Uploaded to Website</b>		

## **1. Introduction**

The Priory School provides high quality careers education, information, advice and guidance (CEIAG), to support all students. This is developed throughout a students' time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at enabling students to make informed decisions about their futures by providing them with a range of experiences and advice.

This policy summarises the statutory guidance and recommendations and outlines the provision of careers education, work experience and provider access.

## **2. Aims and purpose**

- To prepare students for the transition to life beyond secondary school, including post-16, post-18 and beyond
- To support students in making informed decisions which are suitable and ambitious for them
- To provide students with opportunities to encounter a range of different experiences of further education and work
- To provide students with the skills to enable them to continue in education or employment
- To develop characteristics such as innovation, resilience, social skills, communication skills and leadership necessary for success in adult and working life
- To inspire and motivate students to develop their aspirations
- To ensure that all young people leave the school to enter employment, further education or employment
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any assistance and guidance to reach their potential, receive it

## **3. Statutory requirements and recommendations**

Careers provision at The Priory School is compliant with the statutory guidance developed by the Department for Education in October 2018, which refers to Sections 42A, 42B and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4 of the School Information Regulations 2008. Since January 2018, schools have had to follow new regulations relating to CEIAG and be compliant with the eight Gatsby benchmarks, set out below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

All schools are required to provide independent careers guidance from years 8-13 (in the case of The Priory School, 8-11) and ensure that this guidance is impartial, adapted to the needs of the student and include information on a range of pathways. In addition, the guidance states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information to this is set out later in this document, under 'Provider Access'.

All members of staff at The Priory 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.

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.

#### **4. Careers Provision at The Priory School**

CEIAG at The Priory School is led and managed by the Assistant Headteacher in charge of student welfare and the teacher in charge of CEIAG (the Careers Lead). The AH has a strategic oversight and meets regularly with the Careers Lead, who oversees the majority of the provision for students. The AH and Careers Lead liaise closely with an independent Careers Advisor, our Enterprise Advisor and the Local Authority Enterprise Coordinator. The team meet regularly to ensure CEIAG is compliant, students are able to access a wide range of experiences and impartial advice and the impact of CEIAG is constantly monitored to ensure high quality CEIAG is delivered at The Priory School.

The LIFE programme includes a range of different topics which help to prepare students for adult and working life, and to make informed choices about their futures. Part of the LIFE programme is specifically devoted to CEIAG, introducing students to different educational and career pathways and developing the skills necessary to be successful at interview. Assemblies and the tutor programme also support students in preparing for the world of work and adult life.

All students meet with an independent Careers Advisor during Key Stage 4, although all students are able to make an appointment if they wish to prior to this.

Parents / carers are made aware of, and actively encouraged to get involved in, the CEIAG provision at The Priory School through events and on-going communications to enable them to support students in the decisions they take post 16 and beyond.

The Careers Programme is published on the school website and details all opportunities provided to students, mapped against the Gatsby benchmarks.

#### **5. Work Experience at The Priory School**

Having the opportunity to spend time in a workplace is a valuable experience and all students in Year 10 go on a work experience placement for one week in the summer term. Students are encouraged to organise their own work experience placement although the school can offer support to students if required. Work Experience is coordinated by the Assistant Headteacher (student Welfare) and a member of the admin team, who ensure that all placements meet the school's requirements. All students on placement are covered by the employers' insurances. The Priory School does not undertake separate checks on work placements and parents/carers are responsible for ensuring they provide placements with appropriate information about their child, such as medical needs. Forms are provided for parents/carers to complete with essential information.

Some students may be required to participate in further work experience as part of their GCSE course (such as nursery placements for GCSE Child Development), which will typically be arranged through the school. In such cases, parental permission will be sought and risk assessments carried out by the school to ensure appropriate checks and procedures are in place when children are working away from school.

## **6. Governor responsibilities**

The governing body will ensure that The Priory 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:

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- 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 – 11.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **7. Provider Access**

Students in Years 8-11 are entitled to find out about technical qualifications and apprenticeship opportunities as part of a careers programme which provides information on the full range of education and training opportunities available at key transition points. As such, The Priory School aims to provide students in years 8-11 with opportunities to hear from a range of local providers about the opportunities they offer and to help them to understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact the Careers Lead through reception via telephone on 01743 284000 or email, [info@tpstrust.co.uk](mailto:info@tpstrust.co.uk)

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak with students and/or their parents/carers.

## **8. Monitoring, Evaluation and Review**

The Headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- The number of students who are NEET 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

## Appendix 1 – 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 effective workers within, a wide range of careers.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at</li> </ul>

	valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>least one meaningful encounter* with an employer.</p> <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>

## **Application for Provider Access**

## **Appendix 3**

### **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 7-11 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 The Careers Lead.

Telephone: 01743 284000

Email: [info@tpstrust.co.uk](mailto:info@tpstrust.co.uk)

#### **Opportunities for access**

The Priory 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 Strategy which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The Priory 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.