



# THE FOUNTAINS HIGH SCHOOL

2021 -2023

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE AND EMPLOYABILITY LEARNING POLICY

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## PURPOSE

Fountains High School is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and resilient young adults who achieve their full potential. We aim to do this through our Careers programme. Our Careers programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

Students' progress from Fountains High School to a range of destinations within the community. We strive to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We aim to make parents, guardians and carers aware of the realistic choices and options available to their children.

We respect the right of students to choose from a range of pathways. Year 11s may choose to continue their education at our school, or move to another school or Further Education college, specialist provision, or into a traineeship / apprenticeship. Year 13s and year 14s may choose to move into apprenticeships, further education, voluntary work, or straight into paid employment. Year 14s if appropriate upon selection, have the opportunity to undertake a supported internship programme.

We recognise the importance of students developing strong interpersonal and communication skills; including that of oracy, as these are vital skills for entering the workforce and preparation for adulthood.

We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by social situation.

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school.

Our Careers Leader, Mr. L Webster, is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 14, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable career programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.

**PURPOSE** *Continued...*

6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance

(Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Fountains High School seeks to help all students take their place as suitably qualified and responsible young adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school is now seeking to attain the Quality in Careers Standard in which clearly demonstrates the school's ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 14 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.
- Working in partnership with the Entrust Service to ensure all students have fair access to education, employment or training at the relevant transition points.

The policy for CEIAG supports and is itself underpinned by a range of key school SEND policies especially those for teaching and learning and assessment.

The policy must be considered alongside the Provider Access Policy (Appendix 2). Entitlement Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial.

## AIMS

It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity. The careers programme is designed to meet the needs of the students at Fountains High School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### **The primary aims of the Careers Education and Guidance programme are to:**

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make realistic and well-informed decisions and to manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training  
CEIAG at Fountains aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI Framework for Careers, Employability and Enterprise Education (2018):
  - Developing yourself through careers, employability and enterprise education
  - Learning about careers and the world of work.
  - Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1). Assessment Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in My Futures Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

## IMPLEMENTATION

Management Responsibilities are spread between the Assistant Headteacher / SENCo with oversight of CEIAG, the Careers Leader and the work-related learning coordinator. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y11 and year 12 pupils.

Subject leaders and key stage leads are consulted to ensure appropriate coverage of careers themes in the My Futures programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

### Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The My Futures team at Key Stage 3, 4 and 5, deliver specialist sessions. Key stage leads liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available, for all staff, in the Microsoft Teams planning resources folders and on a range of the school virtual learning and careers-based websites.

The CEIAG Programme The careers programme includes careers lessons (within the school's My Future programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stages 4 work experience in 5) and individual learning planning/portfolio activities which will be recorded onto the new Compass + careers software and tracking destination programme.

Other focused events, including an in-house destinations fair for transition years, further education and apprenticeship fairs at Key Stage 5 and careers challenge days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

All students are given the opportunity to request an additional careers appointment with an independent careers adviser.



## IMPLEMENTATION

Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant key stage lead and Assistant Head Teacher / SENCo and is implemented well before any student at this level of risk is due to leave the school. Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work. Staff Development Staff training is identified by a needs analysis and planned for in the SIP. External Partnerships An annual partnership agreement is negotiated between the school and the Entrust Service who provide the external, independent Careers Advisor.

The school are working strategically with a number of key education partners including the Careers and Enterprise Company and Talentino's Careers in order to make sustainable links with industry, community business and wider stakeholders. Firm links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 pupils undertake work placements, integral to their courses. Employers visit the school to run work related activities with pupils and to speak to pupils about a range of employment sectors.

Careers related information is shared with pupils via different learning platforms including Microsoft Teams Resource folders, assemblies, careers adviser, and subject staff. In addition, employers and community organisations offering training and placement opportunities visit the school to facilitate work related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with further education colleges, specialist training providers and a wide range of disability confident employers who often come into school to participate in career themed events.

Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – Appendix 2). Our key stage challenge and My Futures curriculum delivery days towards the end of the summer term are the perfect opportunity for education providers to speak to relevant pupils.

Resources Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Head teacher with the careers leader has oversight of CEIAG and are responsible for the effective deployment of resources. Monitoring, review, evaluation and development of CEG Our partnerships are reviewed regularly.



## IMPLEMENTATION

The following provision is reviewed by the Careers Leader and the Assistant Head teacher with oversight of CEIAG: -

- Annual review of partnership activities with the Entrust Service.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations within My Futures lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Implementation of school alumni
- Implementation of a dedicated careers section on the school website
- Implementation of mini careers hubs providing up to date resources and relevant in all classrooms and work areas
- Undertake a Careers and Employability audit of provision to assess strengths and development points
- Review the Quality in Careers Standard mark and how to achieve in the future
- Review of the school's adherence to the Gatsby Benchmarks through the implementation of Compass + , a new online self-evaluation and tracking tool for schools.





## STATEMENT OF ENTITLEMENT

### **Employability Learning and Careers Education, Information and Guidance Statement of Entitlement**

As a pupil at The Fountains High School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect to ...

- access a planned programme relevant to your year group
- access a qualified impartial and independent careers adviser for personalised advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background



## STATEMENT OF ENTITLEMENT

### ALL STUDENTS WILL:

By the end of Key Stage 3:

- begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals delivered from the My Futures curriculum.
- be able to access careers resources via the classroom mini hubs and Compass +
- set targets and review your progress through personal progress days and parents' meetings.
- receive Careers information and on-going support from staff such as your Tutor
- take part in a transition day where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Be given the opportunity to discuss the My Futures learning objectives and review progress with the careers leader.
- be given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser.

By the end of Key Stage 4:

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Moral, Social and Cultural education programme (GRIT and Cultural Capital curriculum) through tutor group time and through progress days.
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- devise an action plan towards your career goals.
- have taken part in an enterprise activity.
- have listened to talks on different careers.
- have been given the opportunity to speak to representatives from various sectors of the world of work.
- have developed financial capability skills.
- have produced and reviewed a curriculum vitae.
- have written a formal letter, e.g. covering letter.
- been given impartial advice and guidance on post-16 education, employment and training and vocational options.
- develop self-presentation and interview skills.
- be able to access careers information and resources via the classroom mini hubs and the careers-based websites.



## STATEMENT OF ENTITLEMENT

- be offered the opportunity to take part in taster days/ sessions within the local community
- have visited or spoken to representatives of further education institutions, such as colleges
- have opportunities to evaluate individual achievements e.g. achievement celebrations and rewards assemblies
- be given the opportunity to take part in a meaningful work experience placement

### **By the end of Key Stage 5:**

- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- participate in an enrichment and tutorial programme focused on your personal development
- be given the opportunity to set targets and review your progress through personal progress day and KS5 parent evenings with on-going support from your tutor and subject teachers
- develop independent research skills for a wide range of opportunities and real-world projects
- take part in KS5 challenge days,
- life skills events including careers, employability fairs and World Skills at regional venues
- meet further education tutors, employers, and training provider representatives
- have the opportunity to meet apprenticeship and specialist training providers
- be given the opportunity to visit colleges of further education and meet other learners
- have the opportunity to volunteer or take part in extended work experience
- receive information on further education taster days, training provider vacancies and wider job opportunities
- understand the further education and provider application process and be able to research different options and courses using online resources
- receive information and support with financial planning for further education, work and training
- write a personal statement for admissions into further education, training programme or job application
- have been mentored through the next steps application process or supported with job or training applications
- have access to information on how to apply for internships, registered volunteering or training opportunities



## STATEMENT OF ENTITLEMENT & BAKER CLAUSE

- have access to information on how to apply for internships, registered volunteering or training opportunities
- be given the opportunity to take part in a full enterprise curriculum and challenge day activities.
- Where face-to-face activities are not possible, virtual activities will be used as a substitute, wherever possible.

### **Baker Clause Statement**

This policy statement sets out Esteem's arrangements for managing the access of providers to student at the Academy for the purposes of giving them information about the provider's education or training offer. This complies with the legal obligations under Section 42B of the Education act 1997 (the 'Baker Clause').

Students in Years 4 – 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;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evening's, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

We work in partnership with Derbyshire County Council and our careers advisor and all associated agencies to ensure impartiality and support for all learners with their destinations.

## PROVIDER ACCESS POLICY (APPENDIX 1)

### Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out Fountains High School's arrangements for managing the access of education and training providers to pupils at the school.

### Pupil Entitlement

All pupils in years 7-14 are entitled to:

- planned careers provision which provides information about the full range of education and training options available to them at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- to understand how to make applications for the full range of academic, vocational and life skills within the foundation learning framework

### Management of Provider Access Requests

#### Access Procedure

A provider wishing to request access should contact Lee Webster, Careers Leader, Telephone: 01283 247580; Email: [lwebster@fountains.staffs.sch.uk](mailto:lwebster@fountains.staffs.sch.uk)

#### Opportunities for Access

- We actively seek to build sustainable partnerships with outside agencies, as a means to broaden our pupils' horizons and to provide them with exposure to a range of realistic education and career pathways.
- We would encourage providers to contact Lee Webster, our Careers Leader, to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers themed and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at key stage events or whole school assemblies, where our whole school population are assembled in a hall environment and you can tailor your presentation to specific age-groups. Presentations must be submitted to the Careers Leader 48 hours before the planned event.



**PROVIDER ACCESS POLICY (APPENDIX 1) *Continued...***

**Facilities**

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.
- Presentations and further updated information can be uploaded to our Careers intranet, following events.
- Virtual access to pupils will be arranged wherever possible and pre-prepared presentations can be sent to the Careers Leader, email: [lwebster@fountains.staffs.sch.uk](mailto:lwebster@fountains.staffs.sch.uk), for showing to pupils and for uploading to the school intranet.

**Careers Responsibilities:**

**Senior Leadership link-** Mrs Abigail Carr

**Careers Leader-** Mr Lee Webster

**Careers Administrator-** Ms Jane Hunter

**Careers Governor –** Mrs Lynne Woolley

**Governor with Enterprise Remit –** Mrs Lynne Woolley

**Personal Careers Advice KS4 &5 –** Miss Emily Hardy, Entrust

**Enterprise Adviser –** Mr Gary Curzon, CEC

**Enterprise Coordinator –** Miss Nicole Barnett, CEC

**Curriculum Model**

Careers education is delivered through the My Futures curriculum programme, in tutor time activities, via year group assemblies and events and key stage events, as well as whole school activities.

The My Futures curriculum is explicit and should contain updated, factual, age and ability appropriate to careers in their schemes of work. It should be evidenced in classroom and corridor displays. Careers audits and evaluations are undertaken to ensure that this is compliant

**PROVIDER ACCESS POLICY (APPENDIX 1) *Continued...***

**Partners**

We work with a diverse range of organisations from the further education, the third sector, training providers and apprenticeship providers. We also have links with a wide and evolving range of businesses in varied sectors of industry and commerce.

We bring workplace representatives into school to provide workplace relevance to our careers activities and to support our vocational and careers teaching. We have strong relationships with many businesses, both local and national, and we actively seek new relationships.

We use a range of organisations, such as Cooperative Community Trust and Mencap Educational and government employability links including the Careers and Enterprise Company, to source high quality speakers, as well as using parent and teacher contacts.

As a SEND school, we have very strong links with relevant community organisations and practitioners and facilitate workshops and Careers events which focus on SEND outcomes and progression and associated careers.

We have developed strong links with organisations promoting social mobility and further education, employment and training access pathways such as:

- Mencap
- Trent and Dove
- Burton and South Derbyshire College

**Resources**

All students will have access to Compass + and a wide range of supporting national careers websites, which provides up-to-date information on a wide range of career-related topics. The school provides fair and impartial platforms for all students across the cohorts to be able to make well informed, realistic decisions.

**How We Deliver Careers Education, Information and Guidance**

Careers education, information and guidance is embedded throughout the entire curriculum and bi-annual audits ensure that there is good coverage. Academic Review appointments, parent consultations and reports allow for personalised conversation about pupil progress and target setting. Pupils are encouraged to have high aspirations and to be aware of the world of work from Year 7 onwards. The 'Gatsby Benchmarks' are used as a measure of high-quality careers education. The school regularly evaluates progress against these benchmarks.





**PROVIDER ACCESS POLICY (APPENDIX 1) *Continued...***

**Gatsby Benchmarks:**

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

**Explicit Careers Lessons**

Careers-themed lessons are delivered as part of the whole-school MY Futures programme. There is strategic planning support via staff who have subject lead responsibilities as well as comprehensive medium- and long-term planning. Lessons in KS3, KS4 and 5 are 50 minutes hour long. All class PowerPoints and learning resources are available on student and staff resource drives and the Microsoft Teams platform across the whole school.