



Careers Policy

CEIAG

(Careers Education Information Advice and Guidance) Employability and Employer Engagement Policy

(1) Purpose

Wightwick Hall School is committed to enabling students and their parents/carers to make well informed, realistic decisions about careers, while raising aspiration, wherever possible. Whilst participating and enjoying academic lessons, students will be encouraged to develop enterprise, employability, practical and social skills with confidence to support their future goals. Wightwick Hall School aims to deliver and promote impartial, individually focused and quality Careers Information, Advice and Guidance (CEIAG), with the aim of enabling students to make well-informed and realistic choices, both now and in the future.

Working with Job Centre Plus, Positive Directions and The Careers and Enterprise Company, Wightwick Hall School has embedded enterprise, employability, careers guidance and inspiration into the school's culture and curriculum, with a focus on regional and national employer engagement and development of structured and sustainable employer partnerships. Wightwick Hall School's objective will be to enhance careers in curriculum subjects, giving students opportunities to understand how the application of the skills and knowledge gained through their studies relate to the real world of work, the local economy, local and national business growth.

The Business teacher is the Wightwick Hall School's Careers Lead and regularly meets with IAG Co-ordinators and Careers Advisers from other South Staffordshire schools and beyond to share good practice. This includes working with the LEP and encouraging local employers to provide activities and to inform the curriculum.

(2) Good Career Guidance Benchmarks/Gatsby Benchmarks

Wightwick Hall School is working with Job Centre Plus, Positive Directions, The Careers and Enterprise Company, and DWP to create a progressive and a sustainable CEIAG Programme that seeks to meet and surpass the Gatsby Benchmarks and statutory guidance.

Gatsby Benchmarks

Through six international visits, analysis of good practice in English schools and a comprehensive review of current literature, a set of eight benchmarks covering different dimensions of good career guidance was identified. After surveying a sample of English schools and commissioning Price Waterhouse Cooper to identify the costs of implementation, Sir John Gatsby made ten recommendations about how to improve the career guidance system. From this, he created the Gatsby Benchmarks:

The Benchmarks are about:

1. A stable careers 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

(3) Access and Entitlement - A Statement of Entitlement

Within CEIAG, each student is entitled to:-

- be at the centre of the CEIAG process and the partnership between tutors and appropriate outside agencies
- opportunities to develop employability and softer skills
- a broad, balanced programme of careers education that will move him/her forward in the career planning process by developing self-awareness and opportunity awareness
- have an awareness of the CEIAG process
- equal opportunity and access to current, impartial information about work, training and further education
- direct experience of the world of work
- access to individual, impartial and informed careers guidance
- a non-judgmental, open approach - to be listened to
- exposure to employers, in particular within LEP priority sectors – see below:

(4) Implementation and Objectives of CEIAG

- Every student will have the opportunities for support from staff when investigating CEIAG options.
- Curriculum time is devoted to supporting students when applying to move on to college or another provider, including accommodating transition visits.
- School staff support students and parents with the process of career and further learning choices through a variety of different mediums:
 - Parents & Carers Evening appointments
 - EHCP Annual Review Meetings
 - Transition Days

- School staff will support students to access suitable opportunities at the end of each key stage, complete college applications and help with writing a Curriculum Vitae. Curriculum time whether explicitly or implicitly is devoted to this and additional support is available via form tutors.
- Tutors will discuss all suitable routes as part of the EHCP review process with all stakeholders.
- Careers information and employment application information is delivered as part of the holistic curriculum, organised events, workshops and visits to careers fairs.
- The Careers Education Programme is led by the Business Teacher and delivered by all curriculum staff and explicitly through PSHE/RSE. This will include input from local and national employers, the local council, the LEP, Further Education and Training providers and other appropriate individuals.
- There will be opportunities to attend external events related to colleges, further education providers, care providers, apprenticeships and career choices.
- Key stage 4 and 5 students are offered the opportunity to participate in work experience placements with suitable employers.
- Key Stage 5, years 13 and 14 are able take up regular work experience of a Friday throughout term time.
- All students in Year 12-14 are offered the opportunity to take part in the school's Work 2 Work programme.
- Students in Year 11, 12, 13 and 14 will have the opportunity for a mock interview with through curriculum subjects, whether this is for an apprenticeship, job, or college.
- Students to be encouraged to make realistic but inspirational decisions based on ability, aims and career aspirations.
- Students will have access to support in the preparation for transition away from Wightwick Hall School to other destinations.
- There will be close contact with parents and carers to support applications and transition arrangements.
- The Senior Leadership Team will maintain and oversee the tracking data of leavers.
- The Senior Leadership Team inform ENTRUST of any leavers and destinations in order to meet local authority requirements.
- All information will be given/delivered without bias and prejudice regardless of race, gender, religion, disability, background, financial context or sexuality.

(5) Work Experience

Aims, Objectives and Expectations

- Work experience opportunities are provided for all Year 10 - 14 students, the suitability of this experience is determined by the individual's needs and abilities.
- Placements are usually negotiated by parents or carers or through links developed in house and chosen to reflect the interests and needs of the student.
- Students, parents and carers are involved in the process of choosing a provider and making arrangements for the placement. This ensures that students remain engaged in the process and take ownership of the responsibilities they will have to undertake.

Placement Organisation

- Parents/carers along with school staff ascertain the suitability of work experience placements and work with the employer to ensure the student's safety and well-being, providing information to enable the employer to make adjustments to ensure a successful placement.
- Initial Health and Safety checks and risk assessments are carried out by Entrust to ensure that the correct safeguarding procedures are in place and adhered to.
- All placements require necessary Health and Safety checks and Risk Assessments to be completed before a placement is undertaken.
- The school will ensure that the right insurance is in place to protect both the student and the provider.

Parent and Carer Support

- All placements require parental or carer consent. Parents and carers need to be aware of the details of the placement and who to contact if they have any queries or concerns. Individual meetings with parents or carers are sometimes advisable, if not then a telephone conversation is advised to ensure that parents or carers understand the details of the placement.
- Parents and persons with parental responsibility (carers) are encouraged to take an active role in supporting their child to identify, organise and prepare for a placement.

Responsibility of the student

- Students need to know and understand the expectations of their behaviour while on the placement, what to do if they are ill and who to contact if they have a concern. School staff will support students to ensure that they are clear about these matters.

Safeguarding

A pre-visit is arranged by staff to ensure that:

- Risk assessments and Health and Safety checks are undertaken
- Appropriate supervision is provided at the placement
- Staff will maintain regular contact with the employer and student, via telephone and visit, to ensure that the student's progress is monitored and make sure that any concerns or disclosures are acted upon quickly.

Disclosure and barring checks

- Adults who are supervising children on work experience do not usually require disclosure and barring services checks unless they are solely in charge of the student.
- Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on Work Experience.
- School staff will ensure that the supervision arrangements are sufficient for the needs of the individual before and during any placement.

DBS checks on children on placement in schools or nurseries

- DBS checks cannot be requested for children/young people under the age of 16
- Where the student is 16 or above the work experience provider must consider what supervision arrangements should be in place and what tasks the student will undertake. An enhanced DBS may be required.

Accepted by Governors:

Reviewed:

Next Review: Autumn 2022

