



RICKMANSWORTH SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Version:	3
Version Author:	Katharine Link
Version Ratified By:	Full Governing Body
Date Version Ratified:	July 2020
Governor's Lead:	Helen Wilson
SLT's Lead	Emma Gritten
Date this version issued:	January 2020
Last Review Date:	June 2016
Next Review Date:	December 2022
Target Audience:	Governors, Staff, Parents
To Be Published on The Website	Yes

Table of Contents

Purpose	3
Review Process	3
Values and vision	4
Statutory Requirements	4
Management and Delivery	5
Objectives	5
Provision	5
Careers and SEND Provision	7
Roles and Responsibilities	7
Monitoring, Recording and Evaluation	7
Partnerships	7
Resources	8
Staff Training	8

Purpose

Careers Education, Information, Advice and Guidance (CEIAG) programmes prepare young people for the opportunities, responsibilities and experiences of life. Rickmansworth School is committed to supporting and inspiring students to achieve their full potential, raising their aspirations and empowering them to plan and manage their own futures.

Rickmansworth School provides comprehensive information on all options which assists career choice, promotion of equality, diversity, social mobility and the challenging of stereotypes. We aim to inspire students to be ambitious and enterprising in their choice of career in the future.

Review Process

This document will be reviewed in accordance with our policy review process on a three-yearly basis, or on the introduction of new or amended relevant legislation.



Tony Walker
CHAIR OF GOVERNORS



Matthew Fletcher
HEADTEACHER

Values and vision

Rickmansworth School careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational.

Rickmansworth School is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice, and to meet the requirements of the Department for Education's statutory guidance.

The Gatsby Benchmarks:

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

Rickmansworth School supports students to make informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

Statutory Requirements

The careers provision at Rickmansworth School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- Be impartial.
- Include information on a range of pathways, including university options or apprenticeships.
- Be adapted to the needs of the student.

Rickmansworth School is compliant with the careers guidance that the government set out for delivery from 5 January 2018 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

Management and Delivery

Overall responsibility: Headteacher

'Linked' Governor

Senior Leadership Team Lead: Director of Finance & Business Operations

Delivery: Head of Careers

Objectives

The aims of our careers provision are:

- To provide students with the knowledge, information and skills to make informed choices about school, college, university and apprenticeships.
- To be equipped with the necessary decision-making skills to manage those same transitions.
- For students to develop the skills and attitudes necessary for success in adult and working life.
- Understand the options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go.
- To be inspired about new opportunities they might have known about (or that might not exist yet), or thought they could not achieve.
- To understand their own knowledge and skills and how they can be used in the workplace.
- To understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first hand experience of the workplace.
- To develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- To effectively use the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their School journey.
- To benefit from the links between the School, local businesses and further education establishments.
- To experience the world of work and develop transferable skills.
- Wherever possible, leave school to enter employment, further education or training.
- To receive extra assistance and guidance to reach their potential, where this is necessary.

Provision

The current careers programme is delivered through a combination of methods, including lessons provided within the taught L3 programme in Year 7 through to Year 13, which is predominantly Form Tutor led. Careers information is available both in the Library and in digital format via Unifrog, a platform which provides access to

information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

At Key Stage 3 - careers modules in L3, assemblies and research using Unifrog. Watford Football Club Inspires Programme, Young Enterprise 'Tenner' Challenge, work shadowing, Which Way Now? Options assemblies/parent information evening.

At Key Stage 4, pupils continue research into careers and pathways into the Sixth Form, Higher Education and apprenticeships. Students develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer, a week's work experience, assemblies on going to college, apprenticeships and A-level options, to include an A-level options evening for parents. Individual interviews are held with the Head of Careers or Youth Connexions Hertfordshire. Peter Jones 'Tycoon'.

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications, apprenticeship applications and interview skills. Year 12 has a week of work experience and students are involved in volunteering with younger students/departments and the wider community. Individual careers interviews are held with Head of Careers or Youth Connexions Hertfordshire. Two Destinations Days and the opportunity for the Young Enterprise Company Programme.

Students attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave School.
- Receive relevant, independent careers information and guidance, and have access to labour market data where relevant.
- Receive impartial, personal advice that helps pupils to achieve their individual career goals, whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in Higher Education and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience (Year 10), with the opportunity for a second (Year 12).

Students are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Use study and research spaces such as the Library and Sixth Form study area appropriately and with respect for other users.
- Take advantage of the opportunities offered outside school, such as school trips and projects.

Careers and SEND Provision

Every student with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.

Students with SEND have an interview with the Head of Careers in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations.

Roles and Responsibilities

All staff contribute to the careers programme through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher Education providers and employers are forged and developed to support the curriculum through KS3 to 5.

Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. Students develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and Head of Careers. All participants in the programme complete surveys following key events including students, and employers. Leavers' destination information is also analysed.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that student learning is current and relevant. We work closely with local employers and employees including previous pupils, parents and other local groups. Several events, integrated into the school careers programme, offer providers an opportunity to come

into school to speak to students and/or their parents. This involvement enhances the provision of work experience placements, careers talks, workplace visits and mock interviews. We work closely with the Careers and Enterprise Company and The Compass survey provided by the Careers and Enterprise Company assists with recording the school's progress in meeting the Gatsby benchmarks and evaluating our programme. Rickmansworth School has a contract with YC Hertfordshire, part of Hertfordshire County Council to help us provide impartial information, advice and guidance and personal and social development opportunities for our students.

Resources

Funding is allocated in the annual budget to the Careers Department. Rickmansworth School asks for parental voluntary contributions towards specific work related activities.

Staff Training

Rickmansworth School makes opportunities for Continuing Professional Development (CPD) through:

- In house training.
- Enabling identified staff to access courses made available by external specialist providers.
- Support given by YC Hertfordshire.
- Links with The Careers and Enterprise Company and established local businesses.
- Joint inset and network meetings with local Schools as appropriate.