

Simon Langton Grammar School for Boys Policy for Careers Education, Information, Advice  
and Guidance (CEIAG)

1. Introduction

The rationale for the provision of independent and impartial CEIAG has been firmly established by Government legislation and the subsequent removal of all Connexions services since 2012. It is incumbent on all schools to provide impartial and independent careers information and guidance to students in Years 7-13. CEIAG programmes make a significant contribution in preparing young people for the opportunities, responsibilities and experiences of life. In particular they assist young people to make rational decisions on their futures, as well as enabling them to make the transition from learners to employees.

2. Commitment

The school is committed to providing a planned programme of careers education and to students in Years 7-13. The school is guided by the principles of impartial careers education and associated statutory guidance. The school will also be guided by relevant initiatives and advice from the Department for Education, the latest being the Careers guidance and access for education and training providers, published in January 2018.

3. Policy Development

The policy supports and is underpinned by the school's annual development plan and a range of key policies relating to T&L, citizenship, PSHE, enterprise, financial capability, gifted and talented and special needs.

4. Objectives

The Careers programme is designed to meet the specific needs of the students. It is differentiated and personalised to ensure progression through a range of activities what are appropriate to students' career learning, planning and development.

The student programme is student centred, impartial and confidential. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

5. Implementation

5.1 Management

The Head of Careers coordinates the Careers programme, with assistance from form tutors on all non-university related information.

5.2 Staffing

All staff contribute to CEIAG indirectly through their roles as form tutors and subject teachers. Specialist sessions are provided by PathMakers Careers as well as staff working within PHSE lessons.

### 5.3 Curriculum

The curriculum includes:

- Careers education activities (careers lessons in Years 10 and 11 PSHE lessons, visiting speaker assemblies, use of the Step Careers resources and SACU by tutors in form periods and careers education embedded in subjects).
- Information and research activities, including group work and one to one interviews for all Year 13 students not going to university
- A highly successful Year 11 mock interview day in October of each year, staffed by parents of students
- Events and enrichment activities (visits to UKC, presentations by external speakers on a variety of professional opportunities)
- Access to a wealth of university and employment information on the school's VLE
- Links with CERN and other external agencies

### 5.4 Professional Development

All staff may of course contribute to CEIAG through their roles as tutors and subject teachers.

### 5.5 Partnerships

Key public agencies, employers, universities and PathMakers Careers all have a specific role to play in the promotion and provision of CEIAG in Simon Langton Boys Grammar School.

### 5.6 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and needs in the CEIAG curriculum. The Head of Careers is responsible for the effective deployment of resources.

### 5.7 Monitoring, review and evaluation

The Head of Careers is responsible for co-ordinating the CEIAG programme. Mr M Tithecott provides senior management support to the Head of Careers. Any areas identified as requiring improvement are actioned for the following academic year.

## Appendix 1 CEIAG Programme Objectives and Outcomes

## 1. Aims and Objectives

- to enable all students to develop the knowledge and skills they need to take ownership of their personal and career development
- to be an integral part of their academic curriculum
- to raise aspirations, improve motivation, develop employability skills and illustrate the relevance of subjects to their future careers
- to challenge stereotypical thinking and attitudes
- to help students overcome any overt and hidden barriers to progress they may encounter
- to enable students to understand that all career decisions involve making choices about learning and lifestyles
- to ensure that students receive appropriate information and guidance, especially at key decision and transition points

## 2. KS 3 By the end of this stage, all students will have:

- an improved understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- received appropriate advice and guidance on post 14 choices

## 3. KS 4 By the end of this key stage, all students will have:

- enhanced their self-knowledge, career management and other employability skills
- accessed advice, guidance and support to help them identify their choices
- chosen and applied for an appropriate opportunity at school or college

## 4. KS5 By the end of this stage, all students will have:

- extended their self- knowledge, careers exploration, career management and other employability skills
- developed their career capital (e.g. through D of E, internships, voluntary work)
- researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity and, if necessary, financial support
- develop a contingency plan for the unexpected

