



CEIAG Policy

Applicable from 29th June 2022

Signed:

A handwritten signature in black ink, which appears to read "Irene Papadopolou". The signature is written in a cursive style with a long horizontal stroke at the end.

Chair of Governors

1. Introduction

Good careers guidance helps inspire students towards further study and training, enabling them to make informed decisions about their future. It helps them to understand enough about the world of work to know what skills they need to succeed. We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

This policy sets out the school's arrangements for the delivery of Careers Education Information Advice and Guidance (CEIAG). This complies with the statutory duty that all registered pupils at the school are provided with independent impartial careers guidance from Year 8 (age 12-13 years old) to Year 11 (age 15-16 years old), and that we track the destination data of our students through to Year 13 (age 17/18 years old).

2. Statutory Duty

Maintained schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011.

From September 2013 we have a statutory duty to provide impartial careers guidance to ensure that all registered students in Years 8 to 13 have access to independent, accurate and impartial information, advice and guidance. Schools are free to make arrangements for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers.

From September 2018 it has been a requirement that "every school needs a [named] Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks." Our Careers lead is Frankie Clark, who has been in post since 1999.

Supplementary guidance from Department for Education (DfE) outlined in both the Careers guidance and access for education and training providers (July 2021) and The Education (Careers Guidance in schools) Bill (June 2021), states the Governing Body at Plashet School are required to ensure that all students are provided with independent careers guidance from Year 7 to Year 11.

Independent careers guidance must:

- Be presented in an impartial manner.
- Feature information on the range of education or training options, including apprenticeships and other vocational pathways and abide by the Baker Clause (by allowing colleges and training providers access to all students in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships).
- Promote the best interests of the students to whom it is given.

Further statutory guidance (2021) requires schools to offer their students access to employment, apprenticeship and training providers, and to publish a Statement outlining this access to providers (Appendix C).

The current DfE guidance explains that every maintained school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

The 2017 Careers Strategy identified, The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties. All schools were expected to have met these criteria by the end of 2020 (Appendix B).

The 'Skills for jobs' White Paper (2021) indicated that schools need to inform students about vocational and technical pathways and also stated that careers education should start in Year 7.

3. Definitions

For the purpose of this policy the following definitions have been used:

Information: Information provided to students to support Careers Education often conveyed through different types of media including both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.

Advice: This involves helping a young person to understand and interpret information given to them. This will include offering additional information, answering questions and clarifying misunderstandings. It also includes the identification of needs and relevant signposting or referral of students who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance: Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work with the careers coordinator or trained staff working with 15 billion ebp. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them to support a resolve and ultimately a decision.

4. Aims

The CEIAG programme at Plashet School is committed to delivering high quality Careers Education, Information, Advice and Guidance (CEIAG) by ensuring students make effective and informed decisions about their future. A key element of this preparation is through our delivery of a coherent Careers Education Information, Advice and Guidance Programme. The delivery of this programme supports the central aims of the school and reflects the growing awareness amongst parents, students, staff, employers and the wider community that secondary education is not just concerned with the acquisition of qualifications, but is increasingly more about the individual and about the preparation for the world of work and life-long learning.

We believe this to be that all students in Plashet School will:

- 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.
- Get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.
- Get support tailored to their circumstances. All students will be able to access free face-to-face advice, with more bespoke support for those who most need it.

This will also mean that every student will be able to:

- Access a careers programme that seeks to challenge stereotypical thinking and raise aspirations.
- Understand enough about career options to enable them to make informed decisions, whenever choices are open to them.
- Have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

- Participate in at least one meaningful encounter with an employer each year from Years 7 to 11. This could include careers events, employer-delivered employability workshops, and business games and enterprise competitions.
- Have at least one experience of a workplace by the age of 16.
- Link careers education and guidance to subjects across the curriculum, including personal, social, health and economic (PSHE) education.
- Understand that choosing STEM subjects opens doors to careers that would otherwise be closed.
- Understand enough about the world of work to know what skills they need to succeed in it.

We will enable our students to access a wide, varying range of opportunities that allows them to develop the confidence to make the most of their abilities. This will include encounters with further and higher education, including the full range of learning opportunities available to them, and including academic, vocational routes and learning in the workplace.

In accordance with the DFE's expectations, we will ensure that there are opportunities for a range of education and training providers to visit the school to speak to all students in Years 8 to 13 (See Appendix C).

In line with this guidance, the Careers Department at Plashet School has established three broad aims that run through the CEIAG programme.

Self- Development: to understand themselves and the influences on them.

Students will develop the skills of reflection and self-awareness. They will increase their ability to and become confident in making decisions and choices concerning education, training and work.

Career Exploration: to investigate opportunities in Learning and Work.

Students will have a good understanding of the options available to them in Years 12 and 13. They will have a good knowledge of the range of courses and progression routes open to them, and will develop the skills to access and examine sources of information on their choices at post 16 concerning education, training and work. This will involve group and individual guidance. Students will use a range of websites and use an online psychometric careers assessment tool from the Cascaid Xello programme. This will be in use from Year 7 and follow the students after they leave us to Year 13.

Career Management and Transition: to make and adjust plans to manage change and transition.

Throughout Years 7 to 11, students will review their progress by evaluating their strengths and weaknesses, and aim to develop their bespoke interests. All students will create a career action plan with a view to setting and meeting development targets. The careers plan will be used at key transition checkpoints to support students to successfully negotiate key transitions in Years 8, 9 and 11. This again is supported by the Xello programme.

5. Partnership

The CEIAG programme is greatly enhanced through links with several partners who ensure the students' learning is up to date and relevant. We strive to review, expand and improve links with employers and other local groups.

To ensure students receive comprehensive advice on the full range of post-16 options a tri-annual Partnership Agreement is negotiated between the school and an appropriate IAG provider which identifies the contributions to the programme that each will make (Appendix D). Currently Plashet

School works in partnership with 15billionebp to provide impartial, external, level 6 matrix accredited, expert careers guidance providers.

Throughout their time at Plashet, students are given the opportunity to participate in Further and Higher Education visits. We have developed relationships with a large number of post 16 providers both in and outside of Newham. We also have developed partnerships with a number of universities in both London and in other parts of the UK. These opportunities are offered by a variety of curriculum departments.

To ensure there is an opportunity for a range of education and training providers to access students and inform them about post 14, post 16 options and approved technical education qualifications or apprenticeships, invitations are issued to all local providers inviting them annually to appropriate events. Where requests for access are made to the school, these are directed to the Careers Lead and appropriate times agreed where all students will be able to access the provider. In most cases this will be a whole year group assembly. Students also have contact with a range of employers, and post 14 and 16 providers through the Future Options day, Careers Junction Day, Work Experience placements and BOSS Day.

During National Careers Week we invite alumni into school and have training providers in to talk about traineeships and apprenticeships. A number of varying post 16 providers are invited into school to speak to the students about their post 16 choices, whether the students are interested in employment with training, or in continued education.

Parental involvement is encouraged at all stages. Plashet School recognises that parents remain a big influence on a young person's career choices and as such we offer parents help and guidance at each transition point.

6. Curriculum

At Plashet School the careers programme includes:

- Learning about future options for education and training including developing an understanding of pathways unique to specific careers.
- Ongoing participation in activities to support the development of self-awareness including the skills to evaluate progress, strengths and areas of development, interests and vocation.
- Publication of and participation in activities to ensure awareness and successful preparation for key transition points in Years 8, 9 and 11.
- Career guidance services (group work and individual interviews).
- Work-related learning through preparation for and successful completion of a two-week work experience placement.

Students will come into contact with Careers Education in the following ways:

- A variety of whole cohort assemblies.
- Dedicated 'Learning for Life' lessons (Year 7 - 11 curriculum only)
- Dedicated off timetabled days
- Access to information about the Guided Choices process (discreet planned lessons, additional printed materials, virtual resources on the Google classroom platform, Xello and family information evenings).
- Access to information about Post 16 choices (discreet planned lessons, additional printed materials, virtual materials and family information events).
- Individual careers interview with an independent, qualified careers practitioner where required either requested or targeted.

The specific CEIAG activities are outlined in Appendix A.

Students in Years 7 to 11 also participate in learning activities delivered as part of the 'Learning for Life' curriculum (Citizenship and PSHE).

7. Enrichment Activities

The CEIAG team offer and support a range of careers education enrichment activities across the curriculum. This can include visits to a range of industries and workplaces and engagement with employers. It also includes exposure to higher education, work related learning and enterprise. As previously mentioned, there are also a variety of visitors including school alumni within school in any academic year.

8. Inclusion

Every student at Plashet School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school.

All teachers and staff involved in Careers Guidance have a responsibility to promote equality of opportunity, which ensures that all students have an entitlement and appropriate access to Careers Guidance regardless of the protected characteristics of race, gender, religion, ability, disability, social background or sexual orientation.

CEIAG provision at Plashet School is targeted to the specific needs of all learners, and group sessions are either led by internal, well trained and knowledgeable members of staff or experts external to the school (in line with our Provider Access policy – Appendix C). In all cases the information, advice and guidance is impartial and confidential, meeting the needs of all students. This allows students the opportunity to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

The statutory guidance makes it clear that face-to-face careers guidance can help students to make informed choices and successful transitions. The RONI analysis tool is utilised to identify students who are at increased risk of becoming not being in Education Employment or Training (NEETS). Examples of categories who are at increased risk are; students classed as disadvantaged, poor attendance, SEND. These students are then targeted for one on one discussions to offer them an enhanced support package, helping them to make decisions for their future pathway.

8.1 The Careers Library

The Careers Library is available to all students. The Careers Library contains information and publications on specific employment advice, specific industries, training routes and further and higher education institutions. General texts and computer programmes that are available to all students support these resources.

The Careers Library is constantly monitored by the CEIAG Lead Teacher and the Library staff. The Higher Education prospectus and information is housed in the library and the Further Education and Post 16 information is held within the CEIAG Lead Teacher/Careers Advisor office. Additionally, the Google Classroom platform now offers a further resource that holds careers information and is maintained by the CEIAG Lead.

8.2 CEIAG in the wider curriculum

We are committed to ensuring CEIAG is embedded within the wider school curriculum. Further information regarding CEIAG across the curriculum including access to work related learning can be found in the Pastoral and Departmental handbooks.

9. Responsibilities

As a whole school we have a responsibility to prepare students for the time they enter the wider community either through employment with training, in further training or in continued education.

Governing Body

The statutory duty requires governing bodies to ensure that all registered students at Plashet School are provided with independent careers guidance from Year 7 to Year 11. The Governing Body must ensure compliance with the duties and statutory guidance that the independent careers guidance provided is:

- Accessible to all students and presented in an impartial manner.
- Includes information on the range of education or training options, including apprenticeships, technical qualifications and other vocational pathways and that a policy statement setting out these arrangements is published.
- In line with Gatsby Benchmarks, the careers programme developed and informed by the requirements set out in this document.
- Promotes the best interests of all students at Plashet School.

Headteacher:

- Ensure statutory compliance.
- Support the allocation of funding in the annual budget planning in the context of whole school priorities and particular needs in the CEIAG area.
- Support relevant staff development and staff training as required.
- Ensure regular monitoring, review and evaluation of CEIAG provision and policy.
- Report back to the Governing Body as required.
- Contribute to the fostering of links between the school, local businesses and further/higher education establishments.

Leadership Team (CEIAG Line Manager):

- Ensure statutory compliance and implementation of best practice.
- Oversee the successful implementation of the CEIAG.
- Strategic management and co-ordination of CEIAG, linking CEIAG to wider school policies and School Improvement Plan priorities.
- Monitor and continue to develop the eight Gatsby benchmarks.
- Contribute to the fostering of links between the school, local businesses and further/higher education establishments.

CEIAG Lead Teacher:

- Successful and effective coordination of CEIAG programme for Years 7 to 11 in line with whole school policy.
- Planning and design of curriculum and associated schemes of learning, curriculum days and other resources for CEIAG programme in Years 7 to 11 in line with whole school policy.
- Effective deployment of schemes of learning, associated lesson plans, curriculum days and other resources for CEIAG programme in Years 7 to 11 in line with whole school policy.
- School liaison with and coordination of 15Billionebp including deployment and quality assurance of specialist careers advisor in school.
- School liaison with and coordination of access to post 16 providers in education and training including access to apprenticeships and technical qualifications.
- To ensure that all students leave the school to enter employment, further education or training through successful tracking of destination data.

- Resourcing, organisation and maintenance of the Careers Library.
- Organisation, monitoring and evaluation of the Year 10 work experience programme.
- To foster links between the school, local businesses and further/higher education establishments.

Learning for Life Team (Citizenship, PSHE & RSE):

- Successful delivery of the CEIAG programme to Years 7 to 11 students through the Learning for Life curriculum.
- Support the successful coordination and delivery of any whole cohort off timetabled days in Years 7 to 11 including CEIAG content.
- Contribute to the preparation of students to develop financial literacy and maintain healthy economic wellbeing in the light of CEIAG.

Most Able Team

- Increase and develop the skills, confidence and attitudes of the ablest to succeed at the best universities and in employment.
- Deliver motivational visits, workshops and assemblies to increase engagement with learning, higher education and employment.
- Contribute to the CEIAG Curriculum through exposure and visits to universities, plus, a range of careers and places of employment.
- Work with students and support them in developing the necessary skills and portfolio to secure a place with the employers or schools, sixth forms and colleges at KS5 that would suit and challenge them appropriately.
- Offer IAG (Individual, Advice & Guidance), to compliment the work of the CEIAG team and ensure the best choices are made by students at key transition points.
- Support the CEIAG lead to monitor IAG, to increase careers guidance and ensure the best choices are made by the student at key transition points.
- Foster links between the school, local businesses and further/higher education establishments.

Pastoral Teams:

- To review the policy for careers education and work-related learning in pastoral handbooks.
- To support and deliver careers education activities and lesson resources as required.
- To support the CEIAG Lead Teacher to diagnose barriers to education or training and source effective and swift intervention for our ablest/disadvantaged/SEND students.
- To communicate with and increase the role of parents in CEIAG as required specifically at critical transition points.
- Encourage students to develop their leadership and work-related learning skills through the tutor time programme.
- Offer support as required to ensure access to the CEIAG lead teacher and other specialist advice and guidance as required.

Curriculum Subject Teams:

- Be mindful of careers education and work-related learning in the planning of schemes of learning, associated lesson resources and curriculum activities.
- To review the departmental policy for careers education and work-related learning in departmental handbooks.
- To make reference to career pathways both overtly in lessons both academic and vocational, and discreetly through displays and posters.
- Maximise opportunities to develop work related learning skills through the curriculum.
- To increase the educational experience for students by providing enrichment activities and making links with other curriculum areas, post 16 providers, higher education, employers and outside agencies.
- Make a positive contribution and contribute to the preparation of students to develop financial literacy and economic wellbeing.

STEM Coordinator:

- Be mindful of careers education and work-related learning in the planning of STEM activities.
- Increase students' understanding of careers in STEM by providing enrichment activities and making links with other curriculum areas, post 16 providers, higher education providers including universities, employers and outside agencies.
- Expose students to careers in STEM subjects and offer IAG to ensure an awareness of specific pathways required for some STEM careers.
- Foster links between the school, local businesses and further/higher education establishments.

15millionbp / Designated Careers Advisor:

- See Appendix D

10. Links with Other Policies

The policy for careers education, information, advice and guidance (CEIAG) is underpinned by a range of key school policies including:

- Learning, Teaching and Assessment Policies
- Citizenship and PSHE Policy
- Community Resilience Policy
- Educational Visits Policy & Procedures
- Equality Policy
- Most Able Policy
- SEND Policy
- SMSCD at Plashet School including British Values at Plashet School
- Safer recruitment Policy
- Safeguarding Policy

11. Monitoring and Evaluation:

The following strategies are employed to ensure sufficient monitoring and evaluation of Careers Provision at Plashet School.

- Department Improvement Plan: CEIAG, produced and reviewed annually.
- CEIAG tracked against the Gatsby benchmarks to ensure full compliance is maintained.
- Monitoring and evaluation of destination data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment.
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans.
- Feedback is sought using feedback forms, online questionnaires, evaluation forms and email. Careers provision and guidance is evaluated based on feedback from students, parents and teachers, and adapted accordingly.
- Annual monitoring visits by CEIAG Link Governor.
- Policy to be reviewed regularly.

Appendix A: Careers Programme at Plashet School

Year Group	Learning For Life Curriculum Year Group Activities	Other Activities
7	<p>Transition materials in Learning for Life lessons</p> <p>Careers Week Competition Assembly</p>	<p>Learning for Life Curriculum</p> <p>Strengths and areas for development</p> <p>Xello task</p>
8	<p>Future Options Day</p> <p>Meeting an employer</p> <p>Meeting a post 16 provider</p> <p>Meeting a higher education provider</p> <p>Guided Choices Taster Day</p> <p>Experience a range of different GCSE subjects in preparation for making choices. They learn about career options associated with different subjects.</p>	<p>Learning for Life Curriculum</p> <p>Likes and Dislikes</p> <p>Xello task</p>
9	<p>Careers Junction</p> <p>Meeting a range of different employers</p> <p>Learning about pathways to different careers</p> <p>Looking at vocational routes into a range of careers</p> <p>15 Billion Group Careers Workshops</p>	<p>Learning for Life Curriculum</p> <p>Identifying their own skills and qualities and relating them to a range of careers</p> <p>Financial management and the importance of money</p> <p>1:1 Careers Interviews with 15 billion targeted</p>
10	<p>Learning for Life Scheme of Learning 'The World of Work'</p> <p>Preparing for work experience</p> <p>Making the most of work experience</p> <p>Health and safety in the workplace</p> <p>Equality in the workplace</p> <p>Assemblies: Introduction to Work Experience</p> <ul style="list-style-type: none"> - Using the WEX portal - Virtual Google Classroom - Final Checklist before starting Work Experience 	<p>Careers Interviews</p> <p>Group workshops</p>

	<p>Work Experience All students participate in a two-week work experience programme</p>	
<p>11</p>	<p>BOSS Day Making job applications Interview techniques Writing a CV and Personal statement</p> <p>Learning for Life Scheme of Lessons Successful Transition to post 16 Progress files ICT Diagnostic careers planning - Use of Xello for Years 11 - 13 Virtual Google Classroom</p> <p>Family Post 16 Event Post-16 options Making applications for post 16</p> <p>Post 16 Event Post-16 options Making applications for post 16</p>	<p>Careers Interviews Post 16 Destination and application guidance Post 16 application support including personal statements Introduction to Futures First Group workshops Xello activities</p>

Appendix B: The Gatsby Benchmarks

Benchmark	Aim	Requirement	Audit
1. A stable careers programme	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.	<ul style="list-style-type: none"> • 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. • 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. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<p>Complete. Identified Careers Lead Teacher: Mrs Frankie Clark. Leadership Team Line Manager: Ms Lucy Still</p> <p>Complete. See Appendix A</p> <p>Complete and ongoing Feedback sought and analysed from students</p>
2. Learning from career and labour market information	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.	<ul style="list-style-type: none"> • 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>Complete. See Appendix A: LMI is delivered through the Careers Junction Day, the Future Options Day and the Careers investigation lessons delivered through learning for Life lessons.</p> <p>Complete in part. Increase use of Google Classroom and parent email to inform parents to access and use information about labour markets and future study options to inform their support to their children and work experience</p>

<p>3. Addressing the needs of each student Students have different career guidance needs at different stages.</p>	<p>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"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<p>Complete. See Appendix A & Section 4: Responsibilities Complete. See Section 9: Responsibilities Complete. See Section 9: Responsibilities Complete. See Section 9: Responsibilities</p>
<p>4. Linking curriculum learning to careers</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"> • 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. 	<p>Complete. See Section 9: Responsibilities Year 10 Work Experience and / or Virtual work Experience</p>
<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. • *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>Complete in Part - See Appendix A Year 10 Work Experience and / or Virtual work Experience</p>
<p>6. Experiences of workplaces</p>	<p>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</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have. 	<p>Complete. See Appendix A Year 10 Work Experience and / or Virtual work Experience</p>

<p>7. Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> ● 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 students . ● *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. 	<p>Complete. See Appendix A</p>
<p>8. Personal guidance</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Every pupil should have at least one such interview by the age of 16, if requested or targeted. ● Every student invited to group activities 	<p>Complete. See Appendix A</p>



Plasht School

Policy Statement on Provider Access

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

Student entitlement

Students 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 evenings, 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 *Ms Frankie Clark, CEIAG School Lead*

Telephone: 0208 471 2418 Email: frankie.clark@plashet.newham.sch.uk

Opportunities for access

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

	Autumn Term	Spring Term	Summer Term
Year 7		Careers Week Competition	
Year 8	Careers student information boards updated. This includes information on and poster advertising University Technical Colleges.	GCSE options event. Careers Assembly.	Future Options Day: Year 8 students have the opportunity to meet with a training provider.
Year 9	Careers student information boards updated. This includes information on and poster advertising University Technical Colleges.	Careers Junction event: Year 9 students have the opportunity to meet with a training provider.	
Year 10	Careers Pathways publicised in Planner. Work Experience Assemblies	2 weeks' work experience: Work Handbook publicises different careers routes including vocational and academic routes.	
Year 11	Post 16 workshops on choices and pathways available including vocational and academic routes. Y11 transition assemblies.	Post 16 morning – training providers invited into school. Post 16 workshop on Apprenticeships. Training provider invited into school to help with the application process.	Targeted students invited for an open day at a local training provider.

Please speak to our named Careers Leader to identify the most suitable opportunity for you. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

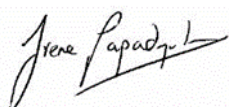
Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre. This literature is made available to students and disseminated by the careers advisor. There is additional information available to all students at lunch and break times.

Approval and review

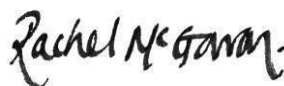
Approved: by Governing Board

Next review: In-line with next CEIAG Policy Review 3-year cycle

Signed:



Chair of
Governors



Head teacher

Appendix D

15Billionebp: Careers Guidance and Work Experience Service Specification

September 2017-August 2020

Summary

The Service Provider must assist young people to understand routes into employment and pathways in education and training at key transitional stages in Years 8-11.

What the service provider says they will offer:

- Ensure that in Year 8, information given should include options available at age 14.
- Provide up-to-date and comprehensive information about post-14 options and post-16 options and opportunities.
- Ensure referrals to targeted support services for vulnerable and disadvantaged groups are appropriate and made promptly.
- Work with Participating Schools to identify those at risk of becoming NEET at an early stage and ensure they receive appropriate support, thereby increasing retention rates;
- Assist schools to support the Council to record young people's post-16 plans and September Guarantee offers.

The Service Provider will provide face-to-face information, advice and guidance (IAG) interviews and transitional planning for young people in Years 8 -11, with particular emphasis on vulnerable and disadvantaged groups including young people with special needs. A written action plan and follow up information should be provided following each interview.

- 35 days of Careers Guidance activity per year.
- One-to-one interviews and small group sessions.
- Attendance at Options Parents' evenings and Careers activities assemblies.
- Action plans and on-going programme of support targeted at young people identified at risk of becoming NEETs, or of not making a post-16 transition.
- Support with post-16 applications.
- In-school support on GCSE / results days.
- Support for participating schools in their broader careers education activities
- Facilitation of participating school and borough-wide careers events, industry days, progression events.
- Support for participating schools with INSET training for school staff on LMI, post 16 options and careers related topics.
- All young people in participating schools will have access to live training/apprenticeship opportunities and ongoing careers advice and guidance through online web-based platforms, including the use of the comprehensive employers' database compiled by the supplier.

The Service Provider must work in partnership with a range of multi-disciplinary providers to provide information on the full range of services which support progression to education, training and employment. These will include, but not be limited to:

- Local post-16 learning providers, including Further Education colleges and work-based training providers, to ensure that young people are aware of the full range of academic and vocational options well in advance of the key transition points at ages 14 and 16 (and at 18 where specified by the participating school).

- Newham Council to ensure knowledge of the range of support services available and the correct referral mechanisms, and to ensure appropriate referrals are made. These will include Workplace and SEN support services;

The provider will be expected to meet with the Head of Economic Regeneration or their representative at least twice a year to share information in relation to:

- Labour market trends, skills shortages, jobs and opportunities resulting from the Planning process (S106 agreements).
- Employment/training/apprenticeship opportunities available to young people as part of the S106 agreement made by LBN through planning processes.

All staff employed to deliver Careers Guidance services within participating schools are experienced and qualified careers professionals with a level 6 qualification in Careers Advice and Guidance.