

**Eastbury Community School**  
**Careers Education, Information, Advice and Guidance Policy**

**Careers Events**

Careers Fair  
Speed Networking  
Mock interviews  
Mock Assessment Centre  
Insight Week  
Pathways Evening  
Work Experience  
Alumni coffee morning  
National Careers Week  
Careers in the City trips

**Career Champions**

A careers champion in each subject is responsible for sharing good practice of careers work and embedding careers into curriculum learning. Each champion can draw on their own experiences and provide a more valuable insight for students, which will be vital in planning their next steps. In addition, staff have further enhanced their knowledge and understanding of career routes. Champions share effective practice and information and so far have been involved in two CPD sessions on apprenticeships and using volunteers in the classroom.

**Destination Data and NEETs Data (2016-2017)**

98.6% of Eastbury pupils completing advanced level qualifications (level 3), 3.2% higher than LA and NA (2016)

96% of Eastbury pupils stay in education or employment (October 2017)

87% of Eastbury pupils are in education or employment after 16 to 18 study, 2% higher than the LA average (2016)

81% of Eastbury pupils continue in education, compared to 70% of LA and 65% of NA (2016)

92% of Eastbury pupils attended university, 8% apprenticeships (2017)

**Investors in Careers Mark**

In July 2017, Eastbury successfully completed the Investors in Careers Mark for the Intermediate stage, this is the highest accolade an organisation can receive for excellence in careers education. We are currently collating evidence for the final stage with a view to finish the final award by July 2018. Below is a list of strengths from the report on Eastbury's career provision:

- Leadership committed to quality CEIAG and continuous improvement and investment.
- A new CEIAG Lead implementing developments supported by a clear link in the Deputy Head to facilitate the improvements the CEIAG team is introducing.
- An established working partnership with an external IAG provider delivering a package of services.
- A commitment to developing and embedding whole curriculum approach to CEIAG

- A good range of activities, experiences and organisations providing career learning opportunities for students.

### **Careers Trips and Interventions**

At Eastbury we pride ourselves on the number and variety of opportunities we provide to all KS3, KS4 and KS5 students. In 2017-2018 there were 82 careers events, workshops, trips and interventions, with a high number of encounters with employers. We have fantastic relationships with all organisations, employers, universities, FE Colleges and training providers.

### **Future First/Alumni**

We have worked with Future First (a registered charity) for the last 4 years and have considerably grown our alumni numbers in this time. We currently have 562 members and over 80 alumni have inspired our younger pupils in school.

### **14-19 services: Aim higher**

We have an established working partnership with an external IAG provider who deliver a package of careers services. Esther Thompson, Careers Adviser, provides individual face to face guidance interviews, attends open evenings, parents evenings, team days and other careers events. In addition, supporting referrals to the borough's apprentice service, updating data on NEET and RONI, ensuring destination data is accurate and supporting school's September offers. Rosalind Hall, Head of Careers and higher Education 14-19, said *'If I had to rank the best school in the borough for careers provision, Eastbury comes out on top'*.

### **Next steps**

Entitlement communication and parental engagement

Link Governor and Parent involvement

Mapping CEIAG programme to national framework

Supporting students to review and appraise career learning (sharing action plan copies with tutors)

Developing parent's LMI awareness and challenging career choice stereotypes

Make parallel links between subject curriculum learning and careers in whole school strategy; in addition, ensure STEM subjects are aware of LMI and career paths

Better consistent approach with regards to tracking individual needs and evaluating provision

Develop alumni network

Further opportunities for work based placements for exploration of career prospects and expand networks

Post 16/18 Careers and skill development

### Statement of entitlement

As a student of Eastbury Community School you are entitled to receive a programme of careers education, information, advice and guidance.

### Mission statement

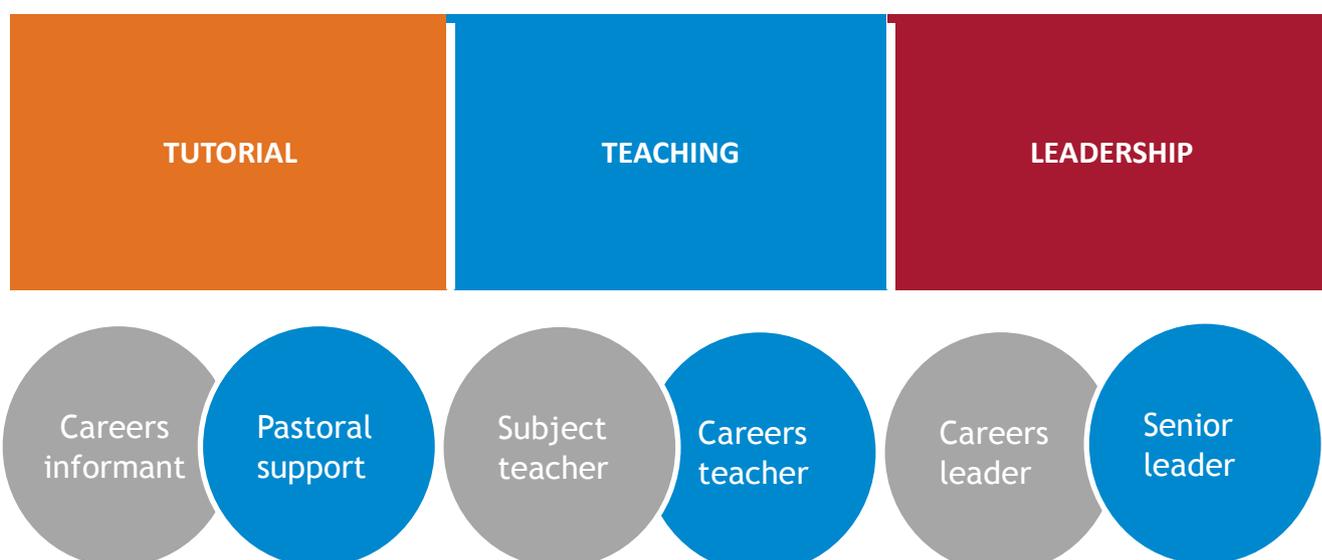
At Eastbury Community School we will deliver a careers programme which inspires, prepares and empowers individuals to achieve their personal goals.

1. Students will apply acquired knowledge and key competencies to their lives
2. Students will identify and achieve their personal learning goals
3. Students will identify the 21<sup>st</sup> Century skills that are most critical to their goals and demonstrate growth in those skills
4. Students will recognise and develop their talents and abilities to their full potential
5. Students will be fully informed about the plethora of options post-school, and will integrate with role models from each of those pathways

### Vision

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of pathways. By providing a progressive careers service, we will equip students with the necessary aspiration, information, knowledge and skills for a lifelong career development and prepare them to make sustained and successful transitions and a difference in the world of learning and work.

Taxonomy of teacher roles by 2018:



**Students understand themselves and develop their capabilities**

They should develop knowledge of themselves. They should begin to understand their own strengths and weaknesses, appreciate their own personal qualities. They should be able to assess their own needs, interests, values, aptitudes and aspirations. They should develop a positive attitude towards themselves and towards others so that they can be self-reliant and self-motivated and able to work in a disciplined way with colleagues.

**Students investigate careers and opportunities**

Students should gain insight into specific types of employment, education and training. They should begin to understand the changing patterns in careers and work. They should appreciate local, national and international labour markets and recognise opportunities when they arise. They should gain direct and indirect experience of work as part of the school curriculum.

**Students develop skills to implement their career plans**

Students should develop an increasing independence in making decisions and implementing their career plan. They should be able to review decisions and so cope with changing parameters. They need to develop information seeking skills, know-how and where to access different sources of help and how to weigh up advice. They should develop the communication skills to gain advice and make applications. They should develop skills to manage their transitions from school to further and higher education, training or employment.

### **Overall Aims**

The programme is designed to help students make the most of themselves and their opportunities. In particular, it aims to help encourage aspirations to:

- develop their knowledge and understanding of the changing nature of work, learning and career
- extend their understanding of opportunities in learning and work
- make good use of information and guidance
- develop and use their self-knowledge when thinking about, and making course and other choices
- develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

Detailed aims and associated outcomes are available elsewhere. This policy complements work in pastoral time with tutors, PSHEE and Citizenship but also work outside of the curriculum.

### **Commitment**

Governors and staff are committed to:

- all staff are expected to contribute to CEIAG through their roles as tutors, subject teachers and support staff. Careers Education lessons across the school are delivered through the PSHE Programme.
- working in partnership with LBBD 14 – 19 Careers Service to ensure that no student is disadvantaged in gaining access to education, training or work (see Partnership Agreement with Careers Service)
- ensuring that, wherever possible, students' progress to an opportunity in further or higher education, training or employment
- involving young people and their parents and carers

**Management** – Stuart Gander manages the careers provision, oversees programme delivery and liaises with programme contributors. Rebecca Lastiotis line manages the effective delivery and oversees careers provision within the school. Cemil Alkis oversees career education in sixth form. Lorraine Lyons deals with much of the day to day administration of work experience placements and Careers Adviser interviews. At present two further members of staff have responsibility to support Careers work; these are the Careers Adviser and the Head of Careers and Higher Education of Schools 14-19.

**Resources** - the Careers Library and Sixth Form Library will have relevant, up-to-date information in a range of media, formats and languages. Students have supervised access to IT facilities, including careers software and the internet. Specialist equipment and support are available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities, and work with the 14 – 19 team, employers, business and other organisations. The programme co-ordinator selects and maintains teaching resources appropriate to students' needs.

**Guidance** - is provided in partnership with the 14 – 19 Careers Service and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within

policy guidelines), responsive to students' needs and based on the principle of equality.

**Training** - training needs are identified through the annual needs assessment and appropriate arrangements made, often in partnership with the 14 – 19 Service.

**Monitoring, review & evaluation** - all programme activities are monitored, reviewed and evaluated with active involvement of students. The findings are presented in the annual self-assessment/destinations data report to governors and shared in newsletters. The development priorities identified in the report form the basis of the programme's development plan.

## **CEG Programme Aims and Outcomes**

### **Aims**

- To enable all students to develop the self-knowledge and skills that they need to take charge of their personal and career development
- To be an integral part of the school curriculum
- To contribute to wider school action to raise aspirations, improve motivation, develop key and other employability skills and illustrate the relevance of subject studies in future life
- To promote equal opportunities and to challenge stereotypical thinking and attitudes
- To help students overcome any overt and hidden barriers to progress that they may encounter
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and 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

### **Outcomes**

**Key Stage 3:** By the end of this key stage, all students will have:

- a better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- used the Careers Library or Careers materials to research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes
- received appropriate advice and guidance on post-14 choices (options evening)
- attended speed networking event with a range of employers in different sectors
- been on at least two careers trips

**Key Stage 4:** By the end of this key stage, all students will have:

- enhanced their self-knowledge, career management and other employability skills
- used the Careers Library and other resources to investigate future choices and explore alternative routes to their goals
- accessed advice, guidance and support to help them firm up their choices and think about the implications

- gained direct experience of work and been involved with local employers in at least three other locations
- had a one-to-one interview with our careers advisor
- been on at least two careers trips
- chosen and applied for an appropriate opportunity and, if necessary, financial support
- taken part in a 2 week work experience placement
- attended a careers fair
- had a mock interview and completed psychometric tests
- made a back-up plan in case things go better or worse than expected

**Key Stage 5:** By the end of this phase, all students will have:

- extended their self-knowledge, career exploration, career management, key and other employability skills
- developed their career capital (e.g. with work experience, voluntary work)
- attended a careers fair
- devised a set of personal criteria to help them identify appropriate routes to their goals
- visited a campus university
- researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity and, if necessary, financial support
- made a back-up plan in case things go better or worse than expected

## Eastbury's framework and the Gatsby Benchmarks for providing good career guidance

### **1. A Stable and progressive Careers Programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

### **2. Learning from Career and Labour Market Information**

Every pupil, 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.

### **3. Addressing the Needs of each Student**

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

### **4. Linking Curriculum Learning to Careers**

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.

### **5. Encounters with Employers and Employees**

Every pupil 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

### **6. Experiences of Workplaces**

Every pupil 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.

### **7. Encounters with Further and Higher Education**

All pupils 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

### **8. Personal Guidance**

Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.

Eastbury School is also committed to the achievement of a national approved Quality in Careers Award (the *Investors in Careers Mark*).

The Department for Education places a statutory duty on schools to secure access for pupils to Independent and Impartial Careers Guidance.

A copy of the policy is held electronically, and is available to all interested parties upon request.

Additionally this policy is available via the school website.

This policy should be read in conjunction with the school's policies on Teaching and Learning, Child Protection and Safeguarding and Behaviour.

Latest Revision: June 2018

Signature: Head of Careers Education.....

Signatures: Head teacher .....

Chair of Governors.....

Date of approval by Governors date of next annual review: October 2018

Stuart Gander

Head of Careers Education