

Rumworth School



'You can do it, we will help'

CEIAG Policy

Approved and adopted by: Rumworth School Governing Board

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Vision

The vision for our careers education follows our 'you can do it, we will help' philosophy. Our aim is very simple, to provide the best opportunities for our young people both during their time at Rumworth and when they leave us as young adults. Careers education centres around the Preparation for Adulthood (PfA) agenda, whether that be focusing on independence or towards employment (paid or voluntary). From the moment a student steps into our community, we are working with them and their families to prepare them for successful adult lives where they can make positive contributions to society.

The curriculum at Rumworth School is one that offers all our students a breadth of aspirational academic study appropriate to their individual needs, leading to accreditation, which will support their progress onto next steps in education and or training. Developing students' independence, understanding of their personal identity and place in society is equally important to us as a community, which is why CEIAG entwines our subjects like a golden thread. Whilst we do have discrete CEIAG opportunities in specific subjects, we try to make use of all lesson time to prepare our students for life beyond school.

If you would like to see our careers, policy please [click here](#). Our data sharing policy is also available [here](#).

Objectives

Students will have access to CEIAG and work-related learning to enable them to:

- Develop a realistic awareness of their abilities and strengths
- Obtain qualifications in areas related to their future work path.
- Develop a range of life skills to promote independence
- Develop their ability to make informed decisions and choices
- Develop the ability with support as required to plan a realistic and challenging career path
- Develop knowledge skills and understanding related to work
- Understand themselves and develop their capabilities (self-development)
- Investigate careers and opportunities (career exploration)
- Implement their career plans (career management)
- Achieve employability skills by enhanced understanding of specific occupations
- Learn about the world of work to prepare for the transition from education and training to work

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997 (the "Baker Clause")
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Roles and Responsibilities

The governing board is responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 7 to Year 14.
- Ensuring that arrangements in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head teacher on which they can base a strategy for careers education and guidance, which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Head teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.

- Liaising with Head of Key Stages, Lead Teachers for Pastoral, teachers and instructors to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks (see appendix) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision, the school offers.
- Publishing details of the school's careers program and a policy statement on provider access on its website.
- Developing a program of career information session to support students understand of career pathways.
- To develop qualification framework to supports students' progress into employment.
- Offer services to past pupils for up to a year after their departure from compulsory education.

Teaching staff are responsible for:

- Ensuring careers education is planned into lessons.
- Attending any relevant CPD or training to ensure they are up-to date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

- Promote the Preparation of Adulthood Agenda through their lesson.
- Feedback to Careers lead with regard talent spotting of students with skill set / interest in a future career pathway.
- Prepare the students for life outside of the school.
- Increase student independence, communication and confidence.
- Development of Annual Review targets based around the preparation for Adulthood agenda.

Addressing the needs of pupils

Rumworth School's careers program will aim to

- Raise the aspirations of all learners whilst being tailored to individual needs.
- Inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- Make careers advice and guidance available to all, to ensure learners from all backgrounds, gender and diversity groups, can consider the widest possible range of careers.
- Keep comprehensive and accurate records to support the career development of learners.
- Retain destination data for at least three years. This will include information about destinations, e.g. the percentage of pupils attending different settings will be made available on the school website.
- Work with the LA to identify learners who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.
- Ensure that careers guidance is differentiated and is based on high aspirations and a personalised approach.
- The careers leader will work closely with all staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.
- Work with families of learners to help them understand what career options are available.
- Carry out surveys out individual learners' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- The school will build partnerships with businesses and other employers, employment services, voluntary organisations.

- Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- Careers guidance will focus on a learner's career aspirations and the post-16 options, which are most likely to give the learner a pathway into employment or HE.
- The SEND local offer will be utilised; annual reviews for a learner's EHC plan will be informed by good careers guidance.
- Learners will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement.

Staff Training and Updates

Rumworth School's careers program will ensure that all staff are up to date with all relevant information. This will include the following:

- A copy of the Careers Strategy and Policy.
- A copy of the CPD calendar showing all relevant training sessions.
- Emails to share updates about local and national initiatives such as National Careers Week.
- Yearly review of the careers program to be sent to SLT, Link Governor and Management Committee no will be made available to all staff
- The identification of a Careers Champion in each Key Stage who will also feedback relevant information to all staff
- Development of a specific Careers Calendar showing local and national events and initiatives that staff can become involved with

Current Employment Pathways

Rumworth:

- Rummies Bistro
- Growing Places Horticulture Area
- School Kitchen

Qualifications on offer at Rumworth

Subject(s)	Qualification Type / Level	Examination Board	
Maths	GCSE	WJEC	Key Stage 4
	E1-3	OCR	
English	GCSE	AQA	
	E1-3	AQA	
	E1	ASDAN	
Science	GCSE	AQA	
	Level 1 Award	OCNWMR	
	E1-3 Award/ Certificate	OCNWMR	
Creativity	GCSE	AQA	
	Level 1 Award	EDEXCEL BTEC	
	E3 Award	EDEXCEL BTEC	
	E1 Award/ Certificate	ASDAN	
Food Technology	Level 2	EDEXCEL BTEC	
	Level 1	EDEXCEL BTEC	
	E1 Award/ Certificate	ASDAN	
Des. Tech	E1-3 Award	NCFE	
Humanities	E2-3 Award	WJEC	
	E1 Award/ Certificate	OCNWMR	
ICT	E3 Award	OCNWMR	
	E2-3 Award/ Certificate	OCNWMR	
	E1 Award/ Certificate	OCNWMR	
Performing Arts	n/a	Arts Award Discover	
	Entry Level 3	Arts Award Explore	
PE	E3 Award	BTEC in Sport and Active Leisure	
Functional Skills Maths	Level 2- Entry 1	Edexcel Functional Skills	Key Stage 5
Functional Skills English	Level 2 - Entry 1	Edexcel Functional Skills	
	Entry 1	Gateway Qualifications	
Prep for Work	Level 1	OCNWMR	
	Entry Level 3	OCNWMR	
	Entry Level 2	OCNWMR Award/Certificate	
	Entry Level 1	OCNWMR	
Independence	Entry Level 3, 2 and 1	OCNWMR	
PSD	Entry Level 3, 2 and 1	ASDAN	

Horticulture	Level 1	RHS Award in Practical Horticulture
	Entry Level 3	OCNWMR
	Entry Level 2	BTEC Award/Certificate
	Entry Level 1	BTEC Award/Certificate
Catering	Level 1 Award	BTEC Introductory Award in Hospitality and Tourism
	Basic Food Hygiene	Highfield
	Entry Level 3	OCNWMR
Music & Performance	Entry Level 3, 2 and 1	OCNWMR
Drama & Performing Arts	Level 1	Arts Award Bronze
	Level 2	Arts Award Silver
Photography	Level 1	NCFE Award
Creativity	Level 1	NCFE Award
	Entry Level 3, 2 and 1	OCNWMR
Design Technology	Level 1	OCNWMR
Enterprise	Entry Level 3	OCNWMR
	Entry Level 2	BTEC P
	Entry Level 1	BTEC
ICT	Level 1	OCNWMR
	Entry Level 2	BTEC
	Entry Level 1	BTEC
Sports Leaders	Level 1	Entry Level
Cooking	Entry Level 2 and 1	OCNWMR
DofE	Bronze, Silver & Gold	Duke of Edinburgh

Points of Contact

- Head teacher – Gary Johnson
- Assistant Head teacher – Tom Sherbourne
- Preparation for Adulthood Lead (Lead for CEIAG) - Simon Mullineux
- Connexion – Rita Standing

Appendix.

1. The Gatsby Benchmark

The Gatsby Career Benchmarks is a framework of eight guidelines about what makes the best careers provision in schools and colleges.

1.	A stable careers program	Every school should have an embedded program of career education and guidance that is known and understood by the students, parents, teachers, governors and employers
2.	Learning from careers 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 the best use of available information
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers program should enable 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 careers paths.
5.	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and skills that are valuable in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6.	Experience of workplaces	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 to expand their networks
7.	Encounters with further and higher education	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, college, universities and in the workplace.
8.	Personal guidance.	Every student should have opportunities for guidance interviews with a Careers 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.

2. Website Links.

Preparation for Adulthood Agenda:- <https://www.preparingforadulthood.org.uk/>.

Gatsby Benchmark: - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Greater Manchester Combined Authority: - <https://www.greatermanchester-ca.gov.uk>

Compass: - <https://compass.careersandenterprise.co.uk/info>