



Careers Policy

CEIAG

(Careers Education Information Advice and Guidance)

Employability and Employer Engagement Policy



(1) Purpose

The Two Rivers school careers programme has been developed to prepare students for the opportunities, responsibilities and experiences of adult life. Its purpose is to enable students to develop a strategy for taking ambitious but realistic decisions about careers and implementing those decisions. This process promotes equal opportunities and challenges stereotypical attitudes to education training and work because it is inclusive of all students, irrespective of their contexts, needs and interests. Helping our young people to choose the career path that is right for them.

The programme has been developed in line with the Government's statutory guidance and careers strategy¹, published on 4 December 2017, which aims "to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience". TRH Careers Education programme is also strategically focuses on the key priority sectors identified by the Stoke-on-Trent and Staffordshire LEP (SSLEP). We also map our work to the SSLEP priorities as well as DfE statutory guidance and Gatsby Benchmarks.

Outcomes for Two Rivers' students vary greatly from individual to individual. Therefore, the school's careers programme is diverse and wide ranging, enabling staff to support our students and their families to prepare for the next stage of their learning journey and potential careers. We ensure that students from Year 8 to 13 are able to access Independent and Impartial Careers Guidance.²

Two Rivers High School (TRH) is committed to enabling students and their parents to make well informed, realistic decisions about careers, raising aspiration wherever possible. Students will be encouraged to develop enterprise, employability, practical and social skills (suitable for their cognitive and physical ability level) with confidence to support their future goals. TRH aims to deliver and promote impartial, individually focused and quality Careers Information, Advice and Guidance (CEIAG), with the aim of enabling students to make well-informed and realistic choices, both now and in the future.

TRH will embed enterprise and employability skills into the school's culture and curriculum. We will provide our students and their parents with careers guidance that focuses on regional employer engagement and the development of structured and sustainable employer partnerships. TRH's objective will be to ensure that SSLEP objectives and employer engagement are firmly embedded in curriculum subjects, giving students opportunities to understand the application of their studies to the real world of work and the local economy. There will be an annual review of provision that will be influenced by local business and the LEP, evaluating all documentation developed to ensure objectives are current and purposeful.

¹ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-andtalents>

² <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>



The School's careers lead will meet regularly with IAG co-ordinators and Careers Advisers from other Tamworth schools and beyond to share good practice and develop CEIAG programs. This includes working with the SSLEP and inviting local employers to provide activities and to inform the curriculum. This will also include an ongoing awareness of the priority employment sectors in Tamworth and Staffordshire.

The school will maintain a strong link with the Department of Work and Pensions ensuring that the school's curriculum and our students receive input from professional careers advisors.

Students and parents will be supported throughout the Transition process, at all stages, to ensure that they are provided with opportunity to assess all options available to them and can make educated decisions on the next stage of their life journey.

(2) Good Career Guidance Benchmarks/Gatsby Benchmarks

Two Rivers High School is working with SSLEP, GBLEP and DWP to create a progressive LEP Engagement Work Plan and a sustainable CEIAG Programme that follows Gatsby Benchmarks and statutory guidance.

Gatsby Benchmarks³

Through six international visits, analysis of good practice in English schools and a comprehensive review of current literature, a set of eight benchmarks covering different dimensions of good career guidance was identified. After surveying a sample of English schools and commissioning Price Waterhouse Cooper to identify the costs of implementation, Sir John Gatsby made ten recommendations about how to improve the career guidance system. From this, he created the Gatsby Benchmarks:

The Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

³ Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

(3) Access and Entitlement - A Statement of Entitlement

Within CEIAG, each student is entitled to:-

- be at the centre of the CEIAG process and the partnership between tutors and appropriate outside agencies
- opportunities to develop employability and softer skills
- a broad, balanced programme of careers education that will move him/her forward in the career planning process by developing self-awareness and opportunity awareness
- have an awareness of the CEIAG process
- equal opportunity and access to current, impartial information about work, training and further education
- direct experience of the world of work
- access to individual, impartial and informed careers guidance
- be listened to with a non-judgmental, open approach
- exposure to employers, in particular within LEP priority sectors – see below:

(4) Implementation and Objectives of CEIAG

- Every student will have the opportunity for support from a member of staff when investigating CEIAG options.
- Curriculum time is devoted to supporting students who are applying to move on to college or another provider, helping them with their career choices and applications.
- School staff support students and parents with the process of career and further learning choices through a variety of different mediums:
 - Parents' Evening appointments
 - Annual Review Meetings
 - Transition Days
 - Employer engagement sessions
 - Workplace visits
- School staff will support students to research further learning opportunities, complete college applications and help with writing a Curriculum Vitae. Curriculum time is devoted to this and is available via form tutors.



- Tutors will deliver information that includes all post Sixth Form options relevant to the level and ability of the individual, to include employment, apprenticeships, gap years, university and alternative education programs. This will also include support with CV's, application forms, practicing competency interview questions etc.
- Careers information and employment application information to be delivered as part of PSHE Tutorials, organised events, workshops and careers fairs. Staff will also be available at open events and parent consultation evenings.
- The Careers Education Programme will be organised by Form Tutors, Middle Leaders, Senior Leaders and other appropriate staff. This will include input from local and national employers, The Department for Work and Pensions, the local council, the SSLEP, Further Education and Training providers and other appropriate individuals.
- There will be opportunities to attend external events related to colleges, further education providers, care providers, apprenticeships and career choices. In addition, there will be access to employers, careers-related shows, careers and higher education fairs and conferences for students to raise aspirations and their careers knowledge and awareness.
- The School aims to provide a Transition Day, where a number of providers from a range of different education areas will talk to students and parents offering information including 1:1 Q & A sessions.
- Some students to be offered the opportunity to participate in work experience placements with suitable employers.
- All students in Year 11-14 will be offered the opportunity to take part in the school's volunteer program, working to support younger students in school, working in the local community or supporting staff in the school's nursery and primary site.
- Year 11-14 students will be given the opportunity to take part in the schools Enterprise programme, developing budgeting and marketing skills among other employability skills.
- Students in Years 10, 11, 12, 13 and 14 will have the opportunity to take part in a mock interview with the school staff or, when possible, an appropriate individual with interviewer or industry experience, whether this is for an apprenticeship, job, or college/university place.
- Students will be encouraged to make realistic but inspirational decisions based on ability, aims and career aspirations.
- Form Tutors will be available to oversee any applications and will have time planned in the tutorial program to do this.
- Students will have access to support in preparation for the transition from TRH to other destinations.

- When necessary, there will be contact with parents/carers to support applications and transition arrangements.
- External speakers will be invited in to support student understanding and provoke their thoughts around a diverse range of ideas.
- The Senior Leadership Team will maintain and oversee the tracking data of leavers.
- The Senior Leadership Team will liaise with ENTRUST to notify of any leavers and destinations in order to meet local authority requirements.
- All information will be given/delivered without bias and prejudice regardless of race, gender, religion, disability, background, financial context or sexuality.

(5) Work Experience

Aims, Objectives and Expectations

- Work experience opportunities are provided for all Year 11-14 students, if and when staff agree that they are capable of completing a placement and will be able to gain sufficient understanding from the experience.
- Students must demonstrate that they are capable of understanding and complying with expectations of their behavior and are able to take on the relevant amount of responsibility for a chosen placement.
- Placements are chosen to reflect the interests and needs of the student.
- Students and parents are involved in the process of choosing a provider and making arrangements for the placement. This ensures that students remain engaged in the process and take ownership of the responsibilities they will have to undertake.

Placement Organisation

- School staff ascertain the suitability of work experience placements (even if students have identified a placement for themselves) and work with the employer to ensure the student's safety and well-being, detailing areas of additional need and measures that should be taken to address them.
- School staff work alongside the provider to carry out initial Health and Safety checks and risk to ensure that the correct safeguarding procedures are in place and adhered to.
- School staff carry out assessment checks during the placement and help students prepare for their placements, including training them to travel independently to and from their placement.
- All placements require necessary Health and Safety checks and Risk Assessments to be completed before a placement is undertaken.



- The school will ensure that the right insurance is in place to protect both the student and the provider.

Parental Support

- All placements require parental consent. Parents need to be aware of the details of the placement and who to contact if they have any queries or concerns. Individual meetings with parents is sometimes advisable, if not then a telephone conversation is advised to ensure that parents understand the details of the placement.
- Parents and persons with parental responsibility are encouraged to take an active role in supporting their child to identify, organise and prepare for a placement.

Responsibility of the student

- Students need to know and understand the expectations of their behaviour while on the placement, what to do if they are ill and who to contact if they have a concern. School staff will support students to ensure that they are clear about these matters.

Safeguarding

- A pre-visit must be arranged by staff to ensure that:
- Risk assessments and Health and Safety checks are undertaken
- Appropriate supervision is provided at the placement
- Students will be supported to make a pre-visit to the placement to ensure that:
- Staff will maintain regular contact with the employer and student to ensure that the student's progress is monitored and make sure that any concerns or disclosures are acted upon quickly.

Disclosure and barring checks

- Adults who are supervising children on work experience do not usually require disclosure and barring services checks unless they are solely in charge of the student.
- Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on Work Experience.
- School staff will ensure that the supervision arrangements are sufficient for the needs of the individual before and during any placement.

DBS checks on children on placement in schools or nurseries

- DBS checks cannot be requested for children/young people under the age of 16
- Where the student is 16 or above the work experience provider must consider what supervision arrangements should be in place and what tasks the student will undertake. An enhanced DBS may be required.

Evaluation and follow up

- Work Experience is always evaluated to identify what learning was gained and to inform best practice for the future.
- School staff will regularly discuss experiences with the student to assess and evaluate progress within and success of the placement.
- School staff will stay in contact with the placement provider and parents/persons with parental responsibility throughout the placement to ensure that the placement remains of benefit to all and the correct support is in place.
- At the end of a placement a formal evaluation is carried out by school staff. Where possible, students and providers provide written feedback. A meeting should always be held to ensure that the students and provider have had a positive experience and to discuss future placements.

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