



## **CAREERS POLICY**

<b>Committee Responsible:</b>	<b>School Life Sub-Committee (JL)</b>
<b>Drafted by:</b>	<b>Careers Co-ordinator</b>
<b>To be reviewed by:</b>	<b>Director of Studies and the Careers Co-ordinator</b>
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**Careers Education, Information, Advice and Guidance Policy (CEIAG) including Provider Access Policy**

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## 1. Introduction

Sibford School is focused and committed to delivering high quality careers guidance and advice to all senior school students. We are committed to developing SELF (See, Engage, Learn, Facilitate) and Careers to ensure that all students take responsibility for their future choices and access all the available opportunities to ensure they are well informed and committed to their future pathway. The policy provides a framework for all staff to ensure their commitment through various roles in aiding and guiding students through their academic careers. We are committed to developing life skills and independent students who are resilient and ambitious.

This policy statement also sets out Sibford Schools arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offers. This complies with the schools' legal obligations under Section 42B of the Education Act 1997.

## 2. Definitions

For the purposes of this policy, the definitions adopted by the Government's Sub Committee on Education, Skills and the Economy who reported on Careers Education, Information, Advice and Guidance (CEIAG) in July 2016 apply.

**The definitions are as follows:**

- **Careers education** is the delivery of facilitation of learning about careers as part of the curriculum. Career education is often linked with work-experience and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance or careers counselling** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

## 3. Scope and distribution

The policy applies to all students in the Senior School, and with a clear focus on integrating the Careers and SELF provision in Year 7 and upwards. The policy is relevant to all staff at the school, in particular the Senior Leadership Team; Assistant Head – Learning and Teaching, Assistant Head - Academic, Year 7-13 tutors, PSHE tutors and other staff responsible for student advice and progression. This policy is available to staff, students and parents and accessed through the School's intranet and main website. It is also available in hard copy format and may be made available in large print if so required.

#### 4. Equal Opportunities

In applying the policy and procedure, the School treats all students equally and fairly, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs. The School is active in its responsibilities under the Equality Act 2010 and has a Special Educational Needs and Disability (SEND) and Equality Policy in place. Students with SEND access additional support on an individual basis from the careers department, working as required with the Support for Learning department. The School consciously seeks to avoid all forms of stereotyping to ensure that students are encouraged to consider the widest possible range of careers irrespective of their gender, background or diversity group.

#### 5. Aims

The aim of our Careers and SELF Provision is to provide Careers Education, Information, Advice and Guidance (CEIAG) and deliver our programme in line with the Gatsby Benchmarks, which enhances understanding, knowledge and skills within Sibford School.

Our vision is that students will be suitably equipped to make informed choices and pursue the right qualifications and pathways tailored to students' individual needs and requirements.

The Sibford School aims for the delivery of the Careers and SELF provision are:

- To ensure a programme of careers education and guidance is in place that meets the needs of all senior students and across all key stages.
- To ensure that a comprehensive Careers and SELF programme is delivered through careers lessons and talks, PHSE and curriculum based subject events.
- To prepare all students for the transition to life beyond Sibford School, dependent on individual choices; further education, higher education, employment, apprenticeship, gap year opportunities plus other options appropriate to their age group and educational level.
- To ensure that all Year 9 students have access to impartial advice on their Year 10 GCSE option choices, taking into account their individual interests, needs and future aspirations.
- To ensure that all Year 11 students have access to impartial advice on their post school choices, taking into account their individual future aspirations, strengths and potential.
- To support students in making informed decisions which are ambitious and challenging both in post 16 and post 18 choices.
- To contribute to the whole school vision and its strategies in delivering outstanding learning.
- To support inclusion, challenge stereotypes and promote equality of opportunity for all students, regardless of background.
- To provide high quality independent and impartial careers, education and guidance.
- To encourage students to access a wide range of online and hardcopy careers/higher education resources through the Higher Education library, Unifrog, Firefly, internet and other media.

- To encourage a proactive approach to personal career research and decision-making.
- To encourage students to seek one-to-one impartial and confidential careers advice from a qualified careers professional at the point of need.
- To be informed by both local and national developments and therefore retain credibility and relevance.
- To develop and sustain high quality links with local businesses, further and higher education providers.
- To ensure that the School delivers and evaluates its own provision against current benchmarks and quality frameworks for CEIAG and the Gatsby Benchmarks.

**6. Student Entitlement:**

Students in years 8-11 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.

**7. Management of Provider Access Requests**

This statement sets out Sibford Schools arrangements for managing the access of providers to students at the school for the purposes of giving them information about the providers education or training offer.

**Procedure**

A provider wishing to request access should contact:

**Sarah Read, Careers Lead**

Telephone: 01295 781200

Email: via [sread@sibfordschool.co.uk](mailto:sread@sibfordschool.co.uk) marked for the attention of Sarah Read

**8. Opportunities for access/Sibford Schools CEIAG Programme**

A range of events, integrated into Sibford Schools careers programme, will offer providers an opportunity to speak to students and/or their parents.

Year Group	Provision
Year 7/Year 8	<ul style="list-style-type: none"> <li>• Access to Unifrog platform to begin Careers and SELF journey.</li> </ul>

	<ul style="list-style-type: none"> <li>• What are skills? And why do they matter.</li> <li>• Tutor support in decision making.</li> <li>• PHSE lessons with a clear focus on Careers – recognising individual strengths and developmental areas.</li> <li>• Receiving careers advice and guidance.</li> <li>• Interest and profile quiz</li> <li>• Recording activities to build a clear individual profile.</li> <li>• At least one careers meeting presented by a Sibford friend/old scholars/business leader/educational organisation to speak about careers.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Tutor support on options choices</li> <li>• Heads of department presentations on subject choices</li> <li>• At least one careers meeting presented by a Sibford friend/old scholars/business leader/educational organisation to speak about careers.</li> <li>• SOW delivered through PHSE and tutor time using Unifrog providing up-to-date and reliable resources and individual tailored guidance and advice.</li> <li>• The opportunity to take part in the Bronze Duke of Edinburgh Award.</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• SOW delivered through PHSE and tutor time using Unifrog providing up-to-date and reliable resources and individual tailored guidance and advice.</li> <li>• CV building and writing.</li> <li>• Career’s research and employability skills.</li> <li>• Work experience encouraged and take place in the Summer Term</li> <li>• At least one careers meeting presented by a Sibford friend/old scholars/business leader/educational organisation to speak about careers.</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Post-16 choices: BTEC, apprenticeships, A-Level choices.</li> <li>• Annual careers talk given by Co-Head of Sixth Form and Head of Subject regarding Post-16 choices.</li> <li>• SOW delivered through PHSE and tutor time using Unifrog providing up-to-date and reliable resources and individual tailored guidance; this provides impartial advice about subjects to choose Post-16 and where those subjects could lead in terms of careers.</li> <li>• Wellbeing and personal responsibility for wellness.</li> <li>• Coping with changes and moving to Post-16 options.</li> <li>• Interview with the Co-Head of Sixth Form to discuss subject choices post GCSE.</li> <li>• Tutor support with post-16 choices based on individual academic tutorials and interviews with Head of Key Stage 4.</li> <li>• At least one careers meeting presented by a Sibford friend/old scholars/business leader/educational organisation to speak about careers.</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Sixth form induction – how to choose Post-18 choices and planning.</li> <li>• Interview planning and technique practice with Friends and old scholars.</li> <li>• Tutor time and independent study time encouraged to use Unifrog; providing up-to-date and reliable resources and individual tailored guidance; this provides impartial advice about choices Post-18.</li> <li>• Personal statement writing and university choices.</li> </ul>

	<ul style="list-style-type: none"> <li>• University Open Days encouraged - visit to a virtual exhibitions and University showcases arranged.</li> <li>• Work placements encouraged in the Spring Term.</li> <li>• Unifrog encouraged to engage in portfolio of skills and competencies. Also providing up-to-date and reliable resources and individual tailored guidance and advice on Post-18 choices.</li> <li>• At least one careers meeting presented by a Sibford friend/old scholars/business leader/educational organisation to speak about careers.</li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>• UCAS applications, support and advice extensively provided through induction days, UCAS clinic and tutor advice.</li> <li>• Gap year advice</li> <li>• Graduate Associates talk on their Post-18 pathways.</li> <li>• Reply to university offers; support and advice given by Sixth Form team and Sixth Form tutors.</li> <li>• Access to Unifrog online destinations platform providing impartial and reliable up-to-date advice about courses, routes, and subject specific guidance.</li> <li>• A-level result day.</li> <li>• UK University Clearing.</li> </ul>

At Sibford we provide support that is required for university application and any career pathways to all current students. We also support students in their applications in their first and/or second year after they leave school.

## 9. Premises and Facilities

Sibford School will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. Sibford 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 (Sarah Read)

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the career's library.

## 10. Careers and SELF Provision at Sibford School

All students have access to the following:

- Extra-curricular clubs and trips and virtual opportunities to support students in developing their understanding of a range of different subjects/careers.
- All students across the school can access the Careers Lead: Sarah Read and Unifrog providing an impartial, up-to-date platform of information on post 16, post 18 choices/University/careers/wellbeing.
- All students have access to the careers section on the school's website and associated resources.

- External opportunities are advertised to students via Unifrog, email accounts and Tutors.

### **11. Support for Learning: Students with Special Educational Needs or Disabilities (SEND)**

Transition from one key stage to another and onto careers is included as part of the annual review process for any student with SEND. Personalised support from the SEND coordinator, Careers Lead and external bodies is used where appropriate.

### **12. Monitoring and Evaluating**

Destinations data of students leaving school at both 16 and 18 will be reviewed carefully year on year to help improve the CEIAG offer to students. The Co-Heads of Sixth Form, Head of Key Stage 4 and the Careers Lead will keep comprehensive data on student destinations which will be evaluated against national data provided in the DfE Performance Tables. Monitored and evaluated annually through discussion with key staff and feedback from students.

When reviewing the schools Careers Provision, the School Development Plan is used to ensure the Careers Provision fully supports the whole school aims.

### **13. Role of tutor**

- Offer support and guidance where necessary on individual future choices.
- Assist in the delivery of careers education via Unifrog platform.
- Track students' progress/targets using Unifrog.
- Offer continual assistance to students in preparing final drafts of personal statements.
- Make an initial check of the students' applications in Unifrog.
- Monitor the uploading of subject teachers' reference material to the Unifrog platform.
- Write the draft of their tutees' references.
- Forward the draft reference to the Co-Head of Sixth Form.

### **14. Professional Organisation Membership:**

- The School is an Affiliate member of the Career Development Institute.
- The School is a member of the Banbury and District Chamber of Commerce.
- Other networks include working with the Careers Enterprise Network, Unifrog, National Careers Service, Prospects.

- Collaborative working with the Admissions, Alumni and Marketing teams within the School will further enhance CEIAG/Gatsby Benchmark provision and lead to innovative joint initiatives.

### **15. Responsibilities**

This policy is the responsibility of the Director of Studies, with responsibility delegated on a day-to-day basis to the Careers Lead and Co-Head of Sixth Form.

### **16. Review**

This policy will be reviewed every year unless sooner review is required by virtue of changes to guidance, legislation or practice.

### **17. Framework**

The Policy is based on the following national guidance:

- Framework for careers, employability and enterprise education – CDI – January 2020
- Careers guidance and access for education and training providers – DoE – October 2018 – including The Gatsby Benchmarks for Good Careers Guidance
- Careers guidance and access for education and training providers - DoE – January 2018
- Careers Strategy: making the most of everyone’s skills and talents DoE – December 2017
- Handbook for the Inspection of Schools – ISI January 2019. Paragraphs 41- 46.
- Careers education, information, advice and guidance: Government Response to the First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016–17: July 2016.
- Careers Guidance & Inspiration in Schools. DofE. March 2015. (Statutory guidance for schools).
- CDI Framework 2020

### **18. Related Policies**

- Community Equality Policy
- Curriculum Policy
- Special Educational Needs and Disability in Practice (SEND)
- PHSE