CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Achieving Excellence - Loving God - Caring for Each Other

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

1. **Rationale**

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports students in choosing 13 to 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

2. **Commitment**

Crompton House endeavours to follow the statutory duty for governing bodies, school leaders and school staff laid out in **'Careers guidance and access for education and training providers'** (DfE, Jan 2018) which replaces **'Careers Guidance and Inspiration in Schools'** (DfE, 2015) and the Ofsted review of CEIAG **'Going in the right direction'** (Ofsted, 2013). Each year school leaders will review the latest guidance from DfE, DCSF, Ofsted and QCA to ensure we are meeting our full statutory requirements. ***See Appendix 6 for a summary of the key points within the January 2018 Career Guidance.***

Crompton House School is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 7 to 13. The school is pursuing this through participation in the Inspiring IAG Award that provides a framework for delivering quality CEIAG to meet national statutory requirements as well as support quality assurance processes.

3. **Aims**

Crompton House Schools CEIAG policy has the following aims:-

- to develop students' self-awareness, understanding themselves as learners and developing skills for effective learning and increasing motivation
- to focus students on their future aspirations, encourage and support career exploration, make and adjust plans, and prepare for changes and transitions
- to promote inclusion, equality of opportunity, challenge stereotyping and understanding of influences and opportunities
- to encourage participation in continued learning including further and higher education and to develop enterprise and employment skills
- to reduce drop out from, and course switching in, education and training
- to contribute to the economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate personalisation
- to involve parents and carers and all stake holders in the career guidance

4. **Roles / Responsibilities and Accountability**

The headteacher is ultimately responsible for all aspects of the school curriculum and ensuring the CEIAG policy is effectively managed and implemented and that appropriate provision for CEIAG is made within the school budget.

Crompton House School has dedicated SLT links for IAG:

Mr J. Banks: Assistant Head - Curriculum Initiatives and Personal Development
Mr R. Smith: Assistant Head - 6th Form

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Also involved in the IAG Core group are the PSHE coordinator, Work Related Learning Coordinator and the Independent Careers advisor from Positive steps (Adele Fraser). The IAG Core group is accountable to the school governing body, headteacher and school senior leadership team.

The Core group will lead on and oversee the management and delivery of CEIAG, ensure quality assurance processes are in place, promote effective CPD, facilitate impartial careers guidance interviews, ensure involvement of all relevant stakeholders (students, parents, governors, staff and community/business links). Administrative staff are assigned to support the SLT core group members in supporting IAG.

The KS3 careers programme is planned, monitored and evaluated by the Head of RS, the PSHE/WRL Coordinator and other members of the core group. WRL lessons are Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The KS4 careers programme is planned, monitored and evaluated by the Assistant Head for upper school and other members of the core group. The careers programme is delivered through planned form time activities and further careers activities and drop-down days. The programme delivery is Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The KS5 careers programme is planned, monitored and evaluated by the Head of Sixth Form and other members of the core group. The programme delivery is Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The Independent Careers advisor works across all key stages and works closely with core group members to target support and assist with careers development, communications and support for community members. This also includes keeping Core group members up to date with new initiatives and support strategies.

All staff contribute to IAG through their roles as tutors and subject teachers

The governing body will designate a link governor to liaise with and challenge the Core group – the current governor link is Yvonne Farrand.

5. Student Entitlement

Careers Education and guidance (CEG) is an important component of the 14-19 Curriculum and at Crompton House School, we fully support the statutory requirement for a programme of careers education in Years 7 – 11. A statement of entitlement is posted on the school website.

For Student Entitlement document refer to Appendix 1

6. Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

The school ensures that careers guidance is impartial through employing a dedicated careers guidance professional. Action plans demonstrate the Careers Advisor is supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. The Careers Advisor targets support to students at certain key strategic points during the school year to meet students' needs (e.g. preparation for GCSE or A Level options subjects, or offering advice regarding next steps). Core groups and those at risk of NEET are targeted for intensive support with the Inclusion team and the Independent Careers advisor. This is mirrored with our partnership agreement with Positive Steps.

See Appendix 2

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7. Implementation of Careers Education

Careers Education is embedded in the curriculum across years 7-13 comprising: Form tutor time and 6th form mentoring; Work-Related Learning in years 7-9; Option pathways and guidance interviews; careers fairs; work experience; drop-down days and enterprise activities; leadership and skills/character development (e.g. DofE, Oldham Pledge, EPQ); and Independent careers advice and guidance provided through Positive Steps.

All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about and develop the skills that can be applied in different jobs. All students can opt to study GCSE Business Studies if desired.

Students with learning needs have access to appropriate courses of study including work skills, practical numeracy and communication studies.

All students have access to relevant and up-to-date information on further and higher education and a wide breadth of career possibilities and information to support decision-making in the school Learning Zone and in the Sixth Form Centre.

We encourage independent learning skills across the curriculum through embedded use of Doddle learning.

See Appendix 4: CEIAG Map across the Curriculum

8. The Oldham Pledge

Crompton House is proud to be part of a pilot scheme, the Oldham Pledge, in partnership with the Local Authority (LA), Oldham Sixth Form College, Children's University (CU), Duke of Edinburgh's Award (DofE) and the Oldham Enterprise Trust. Other schools that are piloting the scheme are Coppice Primary Academy, Roundthorn Primary Academy, Whitegate End Primary School and St. Matthews C of E Primary School, Oldham Sixth Form College and Hathershaw College,

The Oldham Pledge is a series of 14 pledges that each student in Year 7-8 undertake, which will provide and promote opportunities for children and young people to develop key character traits, supporting every child to be school ready, life ready and work ready.

The Oldham Pledge is a direct action from the **Oldham Education and Skills Commission Report 2016** and highlights the importance of supporting every child to grow into well rounded, confident citizens who can succeed as individuals and contribute to their community. It also states that every child in Oldham should expect to "experience life through a broad & exciting curriculum, both inside and beyond school and college".

See Appendix 5 for a full list of the 14 pledges

9. Parents and carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through school website, letters, newsletters, and at open evenings. Parents are welcome at careers interviews and, where necessary, are invited.

10. Partnerships

A partnership agreement is ongoing with Positive Steps, detailing the contributions to the programme that each will make.

For Positive Steps partnership agreement refer to Appendix 2 and Appendix 3 for Details of Partnerships with External Community

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Aim-Higher, Post 16 and 18 destinations. Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings).

11. <u>Staff Development</u>

Staff are resourced and equipped for the delivery of Work-Related Learning in years 7-9. Schemes of Work are developed by the PSHE/WRL coordinators, and also drawing on expertise from the head of Business Studies and the pastoral team. Meeting time is given to this termly.

Members of the Core IAG group keep up to date with latest information and training provided online and through CPD opportunities and termly meetings. Attendance at events provided by the National Careers Service.

Regular conversations between the school and Positive Steps Careers Advisor reviews school provision and explores all possible training opportunities.

Funding for staff training is made available through the school CPD budget that is managed by the Assistant headteacher for Teaching and Learning. The school will endeavour to meet training needs within a reasonable period of time and link to school priorities.

12. <u>Premises and facilities</u>

The school will make the main hall, classrooms or private meeting rooms available for discussions between careers provider(s) 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 in the school Learning Zone Careers Resources section, which is managed by the school librarian. The Learning Zone is available to all students at lunch and break times.

13. <u>Links with other Policies</u>

The CEIAG policy supports and is underpinned by key school policies including: Curriculum, Teaching and Learning, Assessment, Recording and Reporting Achievement, Citizenship, PSHE, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented and Special Needs.

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Useful Links and Resources

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/_Careers_guidance_and_access_for_education_and_training_providers.pdf

http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

http://www.goodcareerguidance.org.uk/evaluation-tool

https://www.careersandenterprise.co.uk/

http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

http://www.outstandingcareers.co.uk/ofsted-inspection-handbook/

http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf

https://www.education-ni.gov.uk/articles/careers-education

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1. Policy Review

The policy will be reviewed annually by the IAG core group members and will encompass best practise from the Inspiring IAG framework and other national advice and guidance from the DfE, DCSF, Ofsted and QCA as it appears. Changes and improvements to the programme are entered into the Departmental Improvement Plan along with timescales for completion. It is also referenced in the school IAG action plan

Opportunity throughout the year will be made for staff, student and parent consultation on the provision of CEIAG and review of the CEIAG policy.

The CEIAG action plan will be aligned with the School Improvement Plan (SIP) to ensure that the Careers Education and the staff involved are fully supporting whole school aims.

The policy will be presented to the governing body annually for review and adoption.

CEIAG Policy last reviewed and adopted: January 2018

CEIAG Core group: Mr A Holt   Deputy Head
                     Mr D Dunkley   Assistant Head
                     Mrs L Macfarlane Assistant Head
                     Mrs A Fraser   Positive Steps Careers Advisor
                     Mrs A Ward   Work Related Learning Y7-9

Document CSC-IAG2019/June 2020 adopted by Curriculum Committee

Date: 22nd October 2019

Signed (Chair)………….R Lait……………….

Print Name ………Richard Lait……………...

Date of next review……….June 2020…….

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Statement of Entitlement

As students at Crompton House School you are entitled to receive a programme of careers education, advice, information and guidance

Your IAG programme will help you to:

- ✓ Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- ✓ Find out about different courses, what qualifications you might need and what opportunities there might be
- ✓ Develop the skills you may need for working life
- ✓ Make realistic, but ambitious, choices about courses and jobs
- ✓ Develop a plan of action for the future
- ✓ Understand the different routes after Year 11 including training, further and higher education and jobs
- ✓ Be able to make effective applications for jobs, training and further and higher education
- ✓ Develop your interview skills
- ✓ Improve your confidence

You will receive:

- ✓ Careers focussed lessons
- ✓ Collapsed Year group activities
- ✓ Guidance in form time
- ✓ Access to the careers library – information is available in books, videos, leaflets and on computer – ask for help
- ✓ Interviews with the Independent Careers Advisor and signposting to relevant information
- ✓ Work experience
- ✓ Other careers workshops, external visitors and signposting to future career pathways. You will also be given the opportunity to have taster lessons before option choices a careers fair as well a post 16 A level tasters

You can expect to be:

- ✓ Treated equally with others
- ✓ Given careers information and advice that is up to date and impartial
- ✓ Treated with respect by visitors to the school who are part of the careers programme
- ✓ Given extra help if you require it

Positive Steps Partnership Agreement

Objective	Positive Steps Responsibilities	School Responsibilities
To identify the cohorts of Targeted students for each school Year group	▪ Meet with SENCO to review SEN register ▪ Meet with LAC designated teacher to maintain accurate records and review progress of LAC ▪ Identify students who are in the Criminal Justice system ▪ Identify students who are teenage parents or parents to be ▪ Identify students who are in danger of becoming NEET after Key Stage 4 ▪ Keep IYSS database up to date by reviewing support levels therefore ensuring young people are receiving the correct level of support	▪ SENCO to meet with Adele to provide details of students with a Statement/EHCP or on the SEN support register ▪ LAC designated teacher to meet with Adele to provide details and review progress of LAC ▪ Ensure systems are in place to refer students at risk of becoming NEET to Adele; using indicators such as attendance, behaviour, caring responsibilities, substance misuse, pupil premium, accessing alternative curriculum ▪ Provide regular and timely information on students joining or leaving the school register
Publicising IAG Services	▪ Provide a Positive Steps website outlining service provision ▪ Display information in school about the availability and location of IAG services	▪ Provide suitable space for IAG notices to be displayed – notice board to be allocated in Y11 space ▪ Ensure pupils know which school staff provide IAG services and how to access them
Drop-in Sessions	▪ Promote and hold open access sessions to give opportunities for IAG where required ▪ Provide weekly open access/drop-in sessions outside of teaching hours	▪ Promote and ensure access to a suitable location to hold such sessions
PSHEE/Career Education Curriculum		▪ Plan, deliver and evaluate a careers education programme, including supporting students in considering post-16 options
Work with Parents	▪ Attend a parents evening in Year 8, 10, 11, 12 & 13.	▪ Organise and arrange parents evening and invite Advisers ▪ Publicise availability of Adele at the parents evening by including in letter/list of available staff to parents ▪ Provide Adele with school calendar
Evaluation	▪ Complete a focus group with a small group of students in March of Y11 facilitated by an Adviser from another school ▪ Discuss findings with school and agree actions as appropriate	▪ Facilitate access to a small group of Y11 in order to complete focus group ▪ Meet with Adele to discuss findings and agree actions as appropriate

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Year 8

Objective	Students	Positive Steps Responsibilities	School Responsibilities
To support Key Stage 4 option choice	Targeted:	▪ On-going support to targeted group as requested and to be seen 1:1 a minimum of once a year ▪ Attend LAC review meetings and PEP meetings where possible ▪ Prioritise LAC for one to one intervention ▪ Contribute any career action plans to the development of PEPs	▪ Optimise attendance of individual interviews by advertising times and tutors reminding students at registration ▪ Invite Adele to LAC review meetings and PEP meetings where possible ▪ Include any career action plans in the development of PEPs
	Universal:	▪	▪ Facilitate the agreed intervention(s)in relation to KS4 Option Choice ▪ Provide Adele with information regarding KS4 Option Choice and curriculum
To support students with a Statement/EHCP	Targeted:	▪ Attend Transitional Reviews where appropriate (dependent on allocated day) ▪ Attend interim reviews as appropriate ▪ Produce a CGI (Career Guidance Information report) prior to a SEN Review ▪ Contribute to conversions of Statements to EHCPs where appropriate	▪ Invite Adele to SEN Reviews ▪ Arrange for Adele to be provided with copies of SEN reports ▪ Liaise with the Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan

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Year 10

Objective	Students	Positive Steps Responsibilities	School Responsibilities
To make students aware of post-16 pathways	Targeted:	- On-going support as requested and to be seen 1:1 a minimum of once a year (Summer Term) - Attend LAC review meetings and PEP meetings where possible - Prioritise LAC for one to one intervention - Contribute any career action plans to the development of PEPs	- Optimise attendance of individual interviews by advertising times and tutors reminding students at registration - Invite Adele to LAC review meetings and PEP meetings where possible - Include any career action plans in the development of PEPs
	Universal:	- Issue next steps questionnaire to assess need and prioritise young people - Use information from key staff to prioritise need - Support with Year 10 taster day - Begin offering one:one appointments in Summer Term	- Facilitate the agreed IAG interventions in relation to raising awareness of post-16 pathways - Facilitate the distribution and return of next steps questionnaire
To support students with a Statement/EHCP	Targeted:	- Attend SEN Reviews where appropriate (dependent on allocated day) - Attend interim reviews as appropriate - Produce a CGI (Career Guidance Information report) prior to an SEN Review - Contribute to conversions of Statements to EHCPs where appropriate	- Invite Adele to SEN Reviews - Arrange for Adele to be provided with copies of SEN reports - Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan

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Year 11

Objective	Students	Positive Steps Responsibilities	School Responsibilities
To ensure that young people have made well-informed, realistic decisions about their post-16 options	Targeted:	- Young people to be seen a minimum of three times a year - Attend LAC review meetings and PEP meetings where possible - Prioritise LAC for one to one interventions - Contribute any career action plans to the development of PEPs year	- Optimise attendance of individual interviews by advertising times and tutors reminding students at registration - Allow targeted students in Y11 to have access to IAG services as appropriate to their needs - Invite Adele to LAC review meetings and PEP meetings where possible - Include any career action plans in the development of PEPs
	Universal:	- All young people to have been offered 1:1 by end of Y11 - Issue questionnaire to check young people have made well informed, realistic decisions and find out their intended destination	Provide Adele with information regarding predicted grades
To ensure that young people have made an appropriate application		- Support Post 16 applications by: - Providing drop in support (with follow up guidance as necessary), checking forms and highlighting errors - Act as the main "handing in contact" collecting in completed and approved application forms - Logging applications on a spread sheet and sharing with relevant staff - Identify and follow up non applicants - Monitor and follow up students who have not applied for Post 16 opportunities (including non-attenders)	- Organise student applications to Post 16 opportunities by: - Distributing prospectuses and application forms - Organising references - Ensuring applications are referenced as necessary - Logging applications on spread sheet and sending forms to colleges - Organise "case conferences" with local colleges, where requested

To ensure that the September Guarantee is met for all Year 11 students		- Process applications status reports from local colleges - Record on IYSS database September Guarantee for all Y11 and monitor on a monthly basis - Advisers to target young people who have not had their September Guarantee met on an on-going basis	School to share with Adele any information they have regarding Post 16 offers made to young people
To support students with a Statement/EHCP	Targeted:	- Attend SEN Reviews where appropriate (dependent on allocated day) - Attend interim reviews as appropriate - Produce a CGI (Career Guidance Information report) prior to an SEN Review - Contribute to conversions of Statements to EHCPs where appropriate - When a student has made an application to a college or training provider a copy of the CGI needs to be sent to them	- Invite Adele to SEN Reviews - Arrange for Adele to be provided with copies of SEN reports - Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan
NEET – 0.5% & 0.0% **Unknown – 0% and 0%** **Participation – 99% and 99%** Equal to 2013 or 2014		**Undertake all the responsibilities outlined in the Delivery Plan** Over the summer: - Track destinations of Year 11 leavers - Continued support for Year 11 leavers - Organise handover to relevant Community Advisers including those from outside the borough - Provide duty system at local offices where Y11s can drop in and be seen by an Adviser	**Undertake all the responsibilities outlined in the Delivery Plan**

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Year 12

Objective	Students	Positive Steps Responsibilities	School/ College Responsibilities
To support retention in Year 12	Targeted:	▪ Identify the target group ▪ Identify and monitor potential NEET's ▪ Agree a referral process for the target group. ▪ Provide IAG to the target group	▪ Support Adele in identifying the target group ▪ Support Adele in identifying students at risk of becoming NEET ▪ Agree a referral process with Adele for the target group. ▪ Facilitate the agreed IAG interventions
	Universal:	▪ Self-referrals and referrals via tutors	▪ Facilitate the agreed IAG interventions
To ensure the September Guarantee is met for all Year 12 students		▪ Record on IYSS database September Guarantee for all Y12 and monitor on a monthly basis	▪ Provide Positive Steps with the necessary data to complete the September Guarantee
To support students with a Statement/EHCP	Targeted:	▪ Attend SEN Reviews where appropriate (dependent on allocated day) ▪ Attend interim reviews as appropriate ▪ Produce a CGI (Career Guidance Information report) prior to an SEN Review ▪ Contribute to conversions of LDAs to EHCPs where appropriate ▪ When a student has made an application to another college or training provider a copy of the CGI or updated LDA (if they already have one) needs to be sent to them	▪ Invite Adele to SEN Reviews ▪ Arrange for Adele to be provided with copies of SEN reports ▪ Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan
To support positive progression to EET for Year 12 students	Targeted:	▪ Provide an offer of IAG to those students who will not be progressing internally	▪ Identify and refer year 12's who are at risk of not progressing to year 13 to Adele, to ensure that back up applications are made prior to college deadlines ▪ Provide progression data for all students ▪ Use "at risk of fail grade" to identify students who will not be progressing internally
	Universal:	▪ Self-referrals and referrals via tutors	▪ Facilitate the agreed IAG interventions.

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Year 13

Objective	Students	Positive Steps Responsibilities	School/ College Responsibilities
To support retention in Year 13	Targeted:	■ Identify the target group ■ Identify and monitor potential NEET's ■ Agree a referral process for the target group ■ Provide IAG to the target group ■ Promote the service available to the target group	■ Support Adele in identifying the target group ■ Support Adele in identifying students at risk of becoming NEET ■ Agree a referral process with Adele for the target group ■ Promote the service available to the target group ■ Facilitate the agreed IAG interventions
	Universal:	■ Self-referrals and referrals via tutors	■ Facilitate the agreed IAG interventions
To support students with a Statement/EHCP	Targeted:	■ Attend SEN Reviews where appropriate (dependent on allocated day) ■ Attend interim reviews as appropriate ■ Produce a CGI (Career Guidance Information report) prior to an SEN Review ■ Contribute to conversions of LDAs to EHCPs where appropriate ■ When a student has made an application to another college or training provider a copy of the CGI or updated LDA (if they already have one) needs to be sent to them	■ Invite Adele to SEN Reviews ■ Arrange for Adele to be provided with copies of SEN reports ■ Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan
To ensure that young people have made well-informed, realistic decisions about their post-18 options	Targeted:	■ To provide IAG to the target group with a focus on positive progression	■ Facilitate the agreed IAG interventions
	Universal:	■ Self-referrals and referrals via tutors	■ Facilitate the agreed IAG interventions
To support progression for all Year 13 leavers	Targeted:	■ Provide an offer of IAG to all target group with an aim of securing a positive destination for all	■ Identify those students who are not applying for HE
	Universal:	■ Self-referrals and referrals via tutors	■ Identify those students who are not applying for HE ■ Provide destination information for completers

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<u>Details of Partner Contributions</u>

To help capture the breadth of involvement from partners please record the nature of the activities which your key partners are involved in. This could include input into the careers education programme, through talks; visits to employers, colleges, training providers, university; work experience, mock interviews, individual mentoring and support *(where a number of partners are involved in a key activity e.g. work experience, it may not be appropriate to list everyone)*

PARTNER NAME	BRIEF DESCRIPTION OF CONTRIBUTON TO CAREERS PROGRAMME	1:1 or group input	TICK WHERE THE PARTNER'S INPUT CONTRIBUTES TO ANY OF THE BELOW				YEAR GROUP/S
			Decision Making	Self Awareness	Career Exploration-including LMI	Employability Skills and Career Management Skills	
Positive Steps	Impartial careers advice and guidance	Both	•	•	•	•	8 – 13
Oldham College	Talks to students, taster days	Both	•	•	•		8 – 13
Hopwood Hall	"	Both	•	•	•		
Apprenticeship IAG team	Talks to students	Group	•		•	•	10 – 13
Skills Company	Talks about apprenticeship provision	Group	•		•	•	9 – 13
Apprenticeship Academy	Talks about apprenticeship provision	Group	•		•	•	9 – 13
Local employers (including parents and former students)	• Talks, • Options/careers fair, • Mock interviews, • Work experience	Both	•	•	•	•	8 – 13

Cross curricular visits to employers	Visits, lessons in activities (eg Business Studies trip to Jaguar Landrover, visits to Law Courts for mock trial)	Group	•		•	•	7 - 13

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CEIAG Map across the Curriculum

Year	WRL Content	WRL Content	How is it assessed?	Other CEIAG related activities
Year 7 • 1 lesson every 2 weeks • 18 GLH	**The Real Game**	The Real Game immerse students into real life decision-making. Students decide the 'dream life' they would like and are then required to cost it out. Each student is then assigned a profile with job and earnings. Over a series of lessons they explore the difference between the dream and the reality.		• Student Council • Oldham Pledge •
Year 8 • 1 lesson every 2 weeks • ? GLH	The World of work	Students explore personal qualities and skills, plotter game, Job searches, recruitment, alternatives to paid work and managing money.		• Student Council • Oldham Pledge • GCSE Options guidance with SLT, HOY, AHOY, CTLs • Option pathways • Parents Information Evenings • Careers fair • Go4Set enterprise
Year 8 • 1 lesson every 2 weeks • ? GLH	Guidance for choosing GCSE Options	Students explore learning styles, preferences and personal motivation. Students work through guidance booklets on choosing options and respond to key questions (agony aunt columnist)	. Completion of option booklets	
Year 8 • 1 lesson every 2 weeks • ? GLH	Enterprise Project	Students examine what makes a good leader, how to work effectively as a team and what makes a successful business & blue sky thinking, they then create a formal business plan (ICT, financial costing and presentation) that covers either: (a) healthy eating OR (b) the environment.	Completion of Enterprise booklet and presentations at an end of unit celebratory event	
Year 9 Combined WRL and PSE • 1 lesson every 2 weeks • 10 GLH	British Safety Council Level 1 Award in Health and Safety in the Workplace	**A1** The importance of health and safety **A2** Key terms used in health and safety **A3** Legal responsibilities of employers and employees **B1** Hazards and risks in the workplace **B2** Keeping the workplace safe **C1** Health and safety signs **C2** Personal protective equipment	Students create a 'Health and Safety at Work Made Easy' guide for young employees	• Student Council • Enterprise activities • START programme • Option Pathways

		C3 Personal hygiene **C4** Welfare facilities and first aid **C5** Reporting accidents and ill-health		
Year 9 Combined WRL and PSE • 1 lesson every 2 weeks • 3 GLH	Going for a job	Students explore the process of applying for a job including: Job Adverts & Person specifications Creating a CV & personal statements Letters of application	Students create a personal CV and covering letter	

Year	WRL Activity
Year 10 & 11	• Form-related activities and tutor support • Student Council • Post-16 options guidance interviews • Sixth Form Taster days • Work Experience week • Careers fair in Years 10 and 11 • Parents Information evenings • Independent careers advice and guidance provided through Positive Steps. • START programme • Strategic use of Elevate Education • Year 11 Latics Day • Mock Results Day
Year 12 & 13	• Form tutorials: Personalised and specialised mentoring and guidance for years 12 and 13 • Student Councils • EPQ and Leadership development • Year 12 2-week sabbatical + Work Experience • 1-1 interviews with Positive Steps link • Careers fair in Year 12 • Years 12 and 13 Higher Education days • Mock Interviews for Year 13 HE students • Year 12 and 13 Extended Project Qualification (EPQ) or the Leadership Project. • Independent careers advice and guidance provided through Positive Steps. • Mock results Day • Year 12 and 13 HE awareness days • Student finance assembly • University visits and Oxbridge support • Motivational speakers • Year 12 Medlink course at Manchester university • Year 12 Safe driving morning at Middleton Arena • Parents Information Evenings • Employability skills workshop • UCAS and Personal Statements morning

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The Oldham Pledge – passport to success

The Oldham Pledge: passport to success' aims to ensure all students in Oldham has the support and opportunities to develop essential skills and character traits universities and employers are looking for. The 'Pledge' contains 14 tasks which all students are required to complete:

1. To attend regular enrichment activities within your place of learning.

2. To attend regular enrichment activities beyond your place of learning.

3. To take responsibility for your own health and wellbeing.

4. To actively look for and pursue reading opportunities.

5. To actively engage in the world of work and to be moneywise.

6. To actively engage in fundraising events.

7. To actively engage in an outward bound activity or residential.

8. To take part in a presentation or performance to an audience.

9. To attend sporting and creative events.

10. To be involved in a volunteering or leadership role in or beyond your place of learning.

11. To be involved in a cultural or international experience.

12. To contribute to environmental sustainability.

13. To be involved in a democratic process.

14. To use digital technology to enhance learning.

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Summary of key points within:

'Careers guidance and access for education and training providers' *(DfE, Jan 2018)*

Evidence of a successful school careers guidance programme will be:

✓ **Successful implementation of the Gatsby Charitable Foundation's Benchmarks.**
These benchmarks must be fully implemented by the end of 2020. These 8 benchmarks are:

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. It must be published on the school website and regularly evaluated with feedback from all stakeholders.

2. **Learning from career and labour market information**: By the age of 14, 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.

3. **Addressing the needs of each pupil**: 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 programme should embed equality and diversity considerations throughout. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

4. **Linking the 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 student from year 7 to 13 should have at least one encounter with employers each year to learn from employers about work, employment and the skills that are valued in the workplace – some of these encounters should be with STEM employers. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. **Experiences of workplaces**: By the age of 16, 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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

7. **Encounters with further and higher education**: By the age of 16, 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. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

8. **Personal guidance:** 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.

Each benchmark is explained and exemplified in greater detail on pages 14 to 28 of the DfE guidance document.

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- ✓ **The appointment of a named Careers Leader** (a legal requirement from September 2018). They must be suitably trained and will be responsible for overseeing the delivery and publication of the school careers programme encompassing all 8 Gatsby benchmarks in coordination with external support and independent careers guidance. Legal requirements already in force include:

  - *As from September 2012:* Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.

  - *As from January 2018*: Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

  - *As from January 2018:* Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

  'Compass' is a free self-evaluation tool for schools that is available for the Careers Leader to assess how the school career guidance performs against the Gatsby Benchmarks. This can be accessed via:
  http://www.goodcareerguidance.org.uk/evaluation-tool

- ✓ **Higher numbers of pupils progressing to positive destinations** such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.

The role of the governing body:

- To ensure that all students in years 8-13 receive independent careers guidance in an impartial manner, including the range of education or training options, including apprenticeships and technical education routes.

- To ensure a policy statement is published that sets out the arrangements for careers advice and guidance.

- To provide clear advice and guidance to the head teacher on which the school can base a strategy for careers education and guidance that meets its legal obligation.

- To appoint a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

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Provider Access Statement

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

Management of provider access requests

Opportunities for access

Our provision (see Appendix 4 CEIAG map) includes various opportunities for students to access a range of events. These are integrated into the schools careers programme and curriculum and are, therefore, delivered internally with contribution from external providers where appropriate.

Procedure

Local providers are invited to key relevant events e.g. Careers Fairs. External providers interested in coming into school should contact Mr J.Banks, Assistant Head (Curriculum & Personal Development) via email: j.banks@cromptonhouse.org to discuss the nature of the visit and identify the most suitable opportunity. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature for display in our school Learning Zone – careers resources section. The Learning Zone is available to all students at lunch and break times.