



# Careers, Education, Information, Advice and Guidance (CEIAG) and Employability Policy

Original Policy created September 2018  
Review Date: Spring term 2019 (Reviewed  
May 2019)  
Next review: Spring term 2020

## 1. Introduction

At Daventry Hill School, we aim to develop and grow happy, successful adults. We are passionate about empowering our young people in preparation for adulthood and achievement.

Through a differentiated programme based on the CDI framework, the main focuses for Daventry Hill School CEIAG programme are:

**SELF DEVELOPMENT** – Encouraging our students to understand themselves, their abilities and the influences on them. This includes emotional intelligences, resilience, stereotyping, and core competency skill development.

**CAREER AND LIFESTYLE CHOICE EXPLORATION** – To investigate future options, educational providers, Day centres and lifestyle activities, allowing the opportunity to explore labour market information and the world of work. For example, this can be volunteering, supported learning-shared experiences, apprenticeships, paid employment and supported internships. Students will have the opportunity to put into practice the skills development programme from school to out in the community and work experience.

**CAREER MANAGEMENT** – To allow our students to manage and adapt to change and transition. Devising action plans to continuously develop and expand skill sets.

Our Careers Programme offers all of our students the opportunities to empower themselves to explore options, plan and manage futures. As educators we respond to the needs of our students and provide them with inclusive, impartial information and advice. We focus on raising aspirations to 'develop and grow as happy and successful adults'.

This policy statement sets out Daventry Hill School arrangements to comply with the school's legal obligations under Section 42B of the Education Act 1997 "Opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships".

The aim of the policy is to ensure that impartial guidance is implemented and resources are in place for delivery, providing an embedded and meaningful CEIAG (Careers Education Advice and Guidance) programme to all KS3-KS5 students.

## 2. Commitment

Daventry Hill School is committed to providing a structured curriculum, including up to date labour market information, opportunities for students to meet with employers, participate in workshops, provide access to independent online learning, information events for parents/carers, careers education, further education options, 1.1 advice and guidance for all students in Years 7-13, setting realistic goals in line with EHCPs.

We are committed to meeting national and local expectations in relation to careers by undertaking the following:

- Continuing to have a positive and meaningful relationship with the South East Midlands Local Enterprise Partnership (SEMLEP) Careers and Enterprise Company (CEC) and local employers
- Students will have access to impartial careers guidance, as required by the 2011 Education Act.
- Work in line with the Ofsted framework.

- By 2020, we aim to have achieved all eight Gatsby Benchmarks:
  1. A Stable Careers Programme
  2. Learning from Careers 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 work places
  7. Encounters with further and higher education
  8. Personal guidance

### 3. Curriculum Links

Careers education will be delivered throughout the entire curriculum at Daventry Hill School; students will be continuously developing core competency skills. Students will have the opportunity to develop new skills that can be transferred into different forms of independence, employment, and within society.

An example of some of these skills incorporated throughout the curriculum are:



CEIAG is for all students and is essential to prepare them to make the transition to adulthood.

### 4. Careers Provision

The careers provision will begin in KS3 and is embedded across the curriculum. Individual students will have a PCP (person centred plan) as well as an EHCP review from year 10, to establish their post 16 destination. This is to ensure the necessary arrangements are in place and the appropriate transition work is undertaken. It will allow for all those involved with the young person, including Parents/carers, the opportunity to work together to create a plan to enhance the future of our students. As a school we work in line with the Bakers clause ensuring “training providers and colleges access to every pupil in years 8 to 13, so they can find out about non-academic routes.” This will give our young people the opportunity to explore the different options available to them.

The current employability and work related learning programme is under evaluation. Information will be published once finalised.

### 5. Business Links

Daventry Hill School is a member SEMLEPs community. We are working with a senior volunteer from business who will help us to build employer networks to create lasting connections between the school and local businesses.

Daventry Hill School is continuously developing relationships with a wide range of businesses from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships will be monitored and new organisations are constantly being sought.

### 5. Engaging Parents / Carers

We are keen to involve parents/ carers in the development of the careers provision. The careers leader will supply regular careers updates through school news updates, dojo communication, website updates, and on other social media platforms. A database of parents/carers who would like to support with events, planned activities such as work experience will be gathered and updated by the careers lead.

Transition events will take place throughout the academic year, and an appointment can be booked with the Careers lead on request.

## **6. Staff Development**

Through staff performance reviews and development plans, staff training needs will be identified, and training provided accordingly throughout the academic year. In order to remain up to date with legislation and changes the careers lead is responsible for attending network meetings and relevant training.

## **7. Monitoring, review and evaluation**

The Careers leader and the head teacher will identify desirable improvements by reviewing the programme annually.

Impact scores, student survey, stake holder and staff voice will be obtained following each employer interaction and unit completion to ensure the programme is having the desired effect.

Policy developed & written by: Stacey Drake (Careers lead) in consultation with relevant support agencies.

Policy Approved by Head teacher: Gareth Ivett -September 2018

**Policy Reviewed: May 2019** Next review date: May 2020

### **\*Abbreviations\***

CEIAG – Careers Education information advice guidance

KS – Key stage

CEC – Careers Enterprise Company

SEMLEP - South East Midlands Local Enterprise Partnership

EHCP – Education Health Care Plan

PCP – Person centred plan