



FARRINGTONS
SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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Revised by: RAW

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Careers Education, Information, Advice and Guidance Policy

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This statutory guidance replaces 'Careers guidance and access for education and training providers: statutory guidance for school and guidance for FE colleges and sixth form colleges', published in January 2023.

Adopted by the Governing Body:

Compliance Check:

Review Period: 3 Years

Review Date: Sept 2028

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Farringtons School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principals document makes direct reference to developing:

'knowledge, skills and attributes they (Farringtons students) need to lead successful and happy lives'

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they continue in the sixth form or start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance and changes to the Gatsby Benchmarks 'Careers guidance and access for education and training providers: statutory guidance for school and guidance for FE colleges and sixth form colleges', published in January 2023.
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at Farringtons School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Head of Careers.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the pupil

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published

4.2 The school will base its careers provision around the Gatsby Benchmarks. The school will also pay particular regard to the DfE's principles of good practice and ISI inspection criteria with regard to fulfilling CEIAG responsibilities. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3. The school will also ensure

4.3 Farringtons School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the Head of Careers supported by SLT and the governing body.

5.0 Governor Responsibilities

- 5.1 The governing body will support in ensuring that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.
- 6.2 All pupils in years 7-13 are entitled:
 - 6.2.1 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;
 - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
 - 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:
 - 7.1.1 the work of the Head of Careers and CEIAG events are supported and monitored
 - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
 - 7.2.1 Feedback from stakeholders through mechanisms such as the student surveys and parent survey;

- 7.2.2 Feedback from external visitors to the school such as CDI and Independent School Inspectorate;
- 7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.3 The governors of Farringtons School will review this policy every three years.

The Gatsby Benchmarks

Appendix 1

1. A stable careers programme	<p>Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Every school, college and ITP should have a stable, structured careers programme that has the explicit backing of those in governance roles, the headteacher, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it. <input type="checkbox"/> The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout. <input type="checkbox"/> The careers programme should be published on the institution's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated using feedback from learners, parents and carers, teachers, subject staff and other staff who support learners, careers advisers and employers, to increase its impact.
2. Learning from career and labour market information	<p>All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities.</p> <p>Young people with SEND and their parents and carers may require different or additional information. All learners will</p>	<ul style="list-style-type: none"> <input type="checkbox"/> During each key stage or programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.

	need the support of an informed adviser to make the best use of available information.	<input type="checkbox"/> Parents and carers should be encouraged to access and supported to use information about careers, pathways and the labour market to inform their support of the learners in their care.
3.Addressing the needs of each student	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.	<input type="checkbox"/> An institution's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. <input type="checkbox"/> Schools and colleges should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions. <input type="checkbox"/> For school pupils who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition. <input type="checkbox"/> For colleges and ITPs, records of participation and advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school), where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. <input type="checkbox"/> All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development. <input type="checkbox"/> Schools and colleges should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. <input type="checkbox"/> Schools and colleges should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

4. Linking curriculum learning to careers	<p>As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.</p> <p>Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> For schools: every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. <input type="checkbox"/> For colleges and ITPs: throughout their programme of study (and by the end of their course) every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations. <input type="checkbox"/> Careers should form part of the institution's ongoing staff development programme for teachers, subject staff and all staff who support learners.
5. Encounters with employers and employees	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> For schools: every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. <input type="checkbox"/> For colleges and ITPs: every year, alongside their programme of study, learners should participate in at least 2 meaningful encounters with an employer. At least one should be delivered through their curriculum area.
6. Experiences of workplaces	<p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<p>For schools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> by the age of 16, every pupil should have had meaningful experiences of workplaces

		<input type="checkbox"/> by the age of 18, every pupil should have had at least one further meaningful experience
7. Encounters with further and higher education	<p>All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.</p>	<input type="checkbox"/> By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. <input type="checkbox"/> By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners. <input type="checkbox"/> By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.
8. Personal guidance	<p>Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made.</p> <p>They should be expected for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure</p>	<input type="checkbox"/> Every learner should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of learners. <input type="checkbox"/> Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.

	personal guidance is effective and embedded in the careers programme.	
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Application for Provider Access

Appendix 2

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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. This is statutory guidance from the Department for Education (DfE) issued under [Section 45A of the Education Act 1997](#).

This guidance refers to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Pupil entitlement

All pupils in years 7-13 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 events, assemblies and group discussions and taster events;
- ☐ to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Ruth Ashworth

Telephone: 020 8467 0256

Email: rashworth@farringtons.kent.sch.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.



The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Head of Careers so that they can be displayed in the Careers Section of the school library.