



# Chipping Campden School

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## Careers Policy

<b>Document Owner</b>	<b>Trustees</b>
<b>Author</b>	<b>Vice Principal (Pastoral)</b>
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## Principles

This policy has been written in accordance with the DfE document 'Careers Guidance and Inspiration in Schools'. It is a statutory duty for schools to ensure that CEIAG is:

- Presented in an impartial manner.
- Includes information on a range of Post 16 education or training options
- Promotes the best interests of all students

At Chipping Campden School CEIAG plays a very important role in preparing our students for the future. It helps students to engage proactively in decision making and supports them as they prepare for the different challenges and opportunities they will experience in school, education, and the working environment. Our careers strategy is shaped by the 8 Gatsby benchmarks:

1. A stable and embedded programme of careers education and guidance.
2. Good quality information about future study options, jobs and the labour market.
3. Opportunities for advice and support tailored to young people's needs.
4. Subject teaching linked to careers.
5. Several opportunities to learn from employers and employees.
6. Experiences of workplaces.
7. Opportunities to hear from representatives of FE, HE and apprenticeship providers.
8. Personal guidance from a professionally qualified careers adviser, at the right time.

## Rationale

- The CEIAG programme is designed to meet the needs of students at Chipping Campden School following the 8 Gatsby benchmarks and mapped to the CDI framework for careers and work – related education.
- Students are entitled to CEIAG which, as far as possible, meets professional standards of practice and is impartial and tailored to their needs. We are fully committed to challenging stereotypes and promoting equality and diversity. The CEIAG programme is supported by Unifrog software, which is used throughout the school. Students are encouraged to record CEIAG related activities in their personal online record: usage is monitored by form tutors and the appropriate Pastoral Director of Learning for the school stage.
- Chipping Campden School is further committed to a planned programme of partnership with other agencies and professionals. Additional support, as required, is provided for any student with additional needs or identified as being at risk of being NEET.
- Chipping Campden School will ensure that students are as well prepared as possible for the next stage of their education, training and/or employment.
- Chipping Campden School recognises that Trustees and the Senior Leadership Team have a key role in developing the strategic plan for CEIAG, thus ensuring it has a high profile and secure place within the school curriculum.

## Commitment to CEIAG

In compliance with the government's 2017 Careers Strategy and The Bakers Clause 2023, Chipping Campden School will:

- Develop a relationship with employers about developing workplace skills. Work experience opportunities will be offered in Year 10 & 12.
- Offer an opportunity for Post 16 student to seek careers advice from our designated Sixth Form Pastoral and Academic Managers.



- Provide access to an impartial Careers Advisor at Key Stage 4.
- Work with all subject teachers to provide knowledge of careers within their own subject.
- Develop a relationship with local colleges in order to allow students to access other CEIAG opportunities- including visits and taster days.
- Offer opportunities in specific areas such as STEM or Public Services.
- Participate in specifically arranged events, such as Higher Education Days, as appropriate.
- Provide access to The Unifrog Careers Platform and a written careers programme in tutor time.
- Provide targeted work for Pupil Premium students and those who are designated as LAC/PLAC who are identified as requiring additional support.
- Ensure every student receives an employer encounters each year from Year 7 - 11.
- Ensures that every student from Year 8 - 11 gets a minimum of six encounters with providers of apprenticeships and technical education.

### **Provider Access**

Chipping Campden School is committed to honouring the requirements of The Bakers Clause which provides access to our students for colleges and training providers to inform them about approved technical education qualifications and apprenticeships. This can be seen separately in our Access Policy.

### **Staff Development**

Staff have the opportunity to specify training needs as part of the Performance Management programme within the school. Staff are, wherever possible, supported to attend relevant CEIAG training opportunities to update their knowledge and skills. There is a key focus on in-house training, linking strong tutors with colleagues who require support/training with regards to Unifrog, or writing personal statements, for example. Training for link Trustees is signposted. Non-teaching staff are recognised as a value source of information for students given that they will often have wide ranging expertise outside of the education sector: the school seeks to utilise and develop this aspect of CEIAG.

### **Management, Monitoring and Evaluation**

- The Careers Leader and a nominated member of the Senior Leadership team have strategic responsibility for ensuring that the CEIAG main school programme is audited internally against Gatsby benchmarks and any weaknesses identified using the CEC Compass tool, taking feedback from stakeholders at key points.
- The Head of Sixth Form and nominated lead Pastoral and Academic Manager have strategic responsibility for ensuring that the CEIAG Post 16 programme is audited internally against Gatsby benchmarks and any weaknesses identified using the CEC Compass tool, taking feedback from stakeholders at key points.
- The CEIAG programme is monitored and audited by a named link governor, at least annually.
- Chipping Campden School is committed to a bi-annual external audit process, with the most recent audit having taken place in November 2023 undertaken by The Challenge Partners.
- Destination data is collected and evaluated at the end of Key Stage 4 and Key Stage 5 by the Pastoral Director of Learning for Upper School and the Head of Sixth Form. Actions are undertaken, as appropriate.
- Pastoral Directors of Learning: lower, middle and upper, along with the Head of Sixth Form are responsible for managing, monitoring and evaluating the impact of Unifrog.
- Curriculum: The CEIAG programme includes tutor delivered and facilitated dedicated Unifrog sessions, careers guidance activities (e.g. talks from professionals, careers days, the options programme, work-related learning within subject curriculum, as well as individual learning activities and work experience)



There is a careers programme developed by the CEIAG lead teacher which is delivered by tutors, in the main school. Post 16 tutors have responsibility for delivering tailored tutor-based careers activities Post 16, as well as supporting progression to Post 18 options. The assembly programme is used to support CEIAG at key transition points: e.g Options.

All teaching staff will be expected to contribute through their roles as tutors and curriculum subject teachers. Additionally, all students have access to Careers Information through specific software and links to sites such as the National Apprenticeship Service and UCAS. Links with universities and organisations such as Villiers Park and the Sutton Trust, are actively promoted.

The school web site is used as a platform for communicating the CEIAG offer to parents, who are recognised as key stake holders in the development of CEIAG. Specific evening events will be calendared for parents of students in year 9, Key Stage 4 and Key Stage 5.