



**Fairfield
High School**
Achieving Excellence

Fairfield High School

CEIAG Policy 2019-21

APPROVED:

Date:

Date of Review:

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Introduction

Choosing a direction in life can be one of the most challenging and confounding things we can do at any age. The landscape of education, training and employment opportunities that students need to steer through is more complex and more challenging than that faced by previous generations. Whilst the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. That is why, there has never been a time when careers guidance has been as important for young people as it is today.

Careers and Employability is at the forefront of Fairfield High School, where it is firmly embedded into our curriculum. It is essential that every young person, no matter their background, are provided with good levels of knowledge of both academic and technical routes available to them once they have left Fairfield. Excellent careers provision within our school facilitates young people, encourages them to raise their aspirations and take advantage of the opportunities available to them.

Young people not in education, employment or training (NEET)

At the end of 2018 the percentage of young people (16-24 year olds) not in education, employment or training (NEET) stood at 10.9%. Reviewing government data suggests nationally the percentage is highest in the North East and lowest in the South West.

The most significant educational risk factor was low educational attainment at GCSE. Other risk factors are where students have:

- Health problems
- Caring responsibilities
- Difficult family circumstances

At Fairfield, we strive to ensure that all our students achieve their full potential, therefore reducing the proportion of students leaving us, as NEET.

Aims

Fairfield is committed to providing a planned, fit for purpose Careers Education programme for all students in Years 7-11. Careers and Employability is accorded high priority within the school and seen as crucial in equipping our students to feel empowered and informed to make decisions regarding the opportunities and challenges of adult and working life.

Careers education does not just mean informing students about their options after school. It is important to highlight; a young person's career is the progress they make in learning and work. To support the school's curriculum there is a planned programme of careers education delivered by skilled PSHE teachers with the support from the Careers Lead. It provides students with the knowledge and skills necessary to make successful transitions to the next stages 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. This, in turn will reduce the proportion of students and young people who are NEET.

Through our programme we aim to:

- Help students develop the skills, attitudes and qualities to make a successful transition from Pre-16 to Post-16 Provision and then onto the world of work
- Help students to understand the changing world of work (LMI)
- Provide current available resources as tools so students can use to acquire knowledge, inspiration and the ability to take ownership of their own career action plan
- Enable students to develop research skills to seek out opportunities
- Support positive transitions Post-16 and Post-18
- Encourage participation in continued learning, further education, higher education and apprenticeships
- Facilitate meaningful encounters with employers
- Contribute to strategies for raising achievement
- Support inclusion, challenging stereotypes and promoting equality
- Support parents/carers understanding of careers education

The schools Careers Strategy is based on the DfE document “Careers Guidance and Inspiration in Schools”. (A full copy of our Careers Programme can found on the schools website)

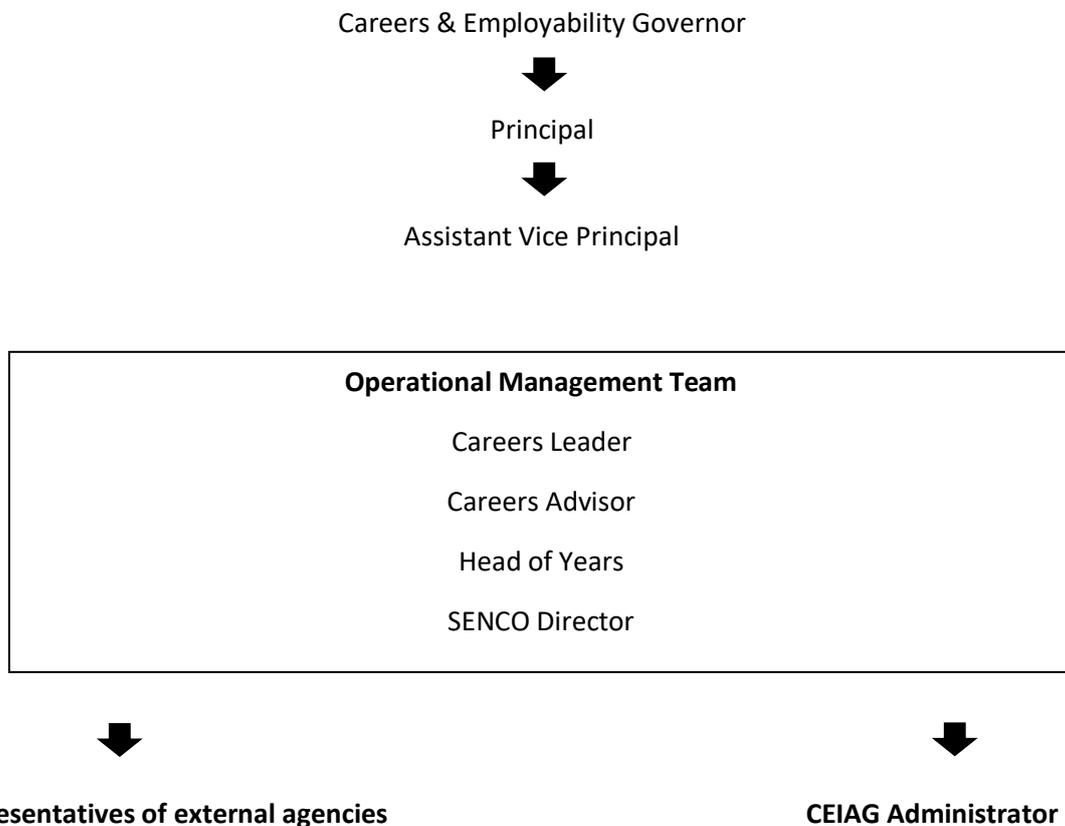
Legislation and Statutory requirements

Fairfield High Schools Careers Policy has been created in conjunction with the following legislations:

- DfE Careers guidance and access for education and training providers: October 2018
- Sections 42A, 42B, and 45A of the Education Act 1997
- Section 72 of the Education Act 2008
- Schedule 4 (15) of the School Information (England) Regulations

Management and Co-ordination

Careers & Employability is a whole school responsibility, but is managed and co-ordinated and delivered in the following ways:



Roles & Responsibilities

The **Governor** with responsibility for CEIAG maintains an overview of provisions and ensures that the academy meets its statutory requirements. The **Principal** ensures that adequate resources are made for the provision of IAG in line with national standards. This will ensure that the school complies with legislative requirements. The **Assistant Vice Principal** oversees the development and delivery of the academy's CEIAG provision. This involves ensuring that all staff involved in the development and delivery of CEIAG have their training needs identified and met.

The **Careers Leader** is responsible for managing the strategic direction and day to day delivery of the careers programme. The post holder holds a L4 Diploma in Advice and Guidance and is working towards their Level 6 Careers Lead Diploma.

The responsibilities include the provision of careers education lessons and work-related learning activities for all year groups and working with **ALL** departments to ensure that careers within the curriculum is firmly embedded in all subject areas. The position is responsible for ensuring the careers information, which is provided through online resources, the careers library, assemblies, notice boards, within newsletters meets the correct standards, accurate and up to date. The Careers Lead is responsible for communicating relevant information and advice to parents and liaising with other partners both within and outside the academy with some involvement in KS5 provision.

Information and advice is provided by a Level 6 Careers Advisor, who is impartial and independent who reports to the Careers Leader. Both parties attend a number of parents evening throughout the year. The Careers Lead works with the academy's SENCO to ensure that students are prioritised to received careers provision. [Destination data](#) is collected, reviewed and evaluated by the Careers Lead before being sent to the Local Authority.

The post holder also has the responsibility of coordinating the work experience programme along with liaising with CEIAG administer who is trained to carry out the Health and Safety Inspections for placements.

Website requirements

As of the academic year, 2019-20, every secondary or all-through Academy must display on their school website the following details:

- The name, email address and telephone number of the school's Careers Leader
- A summary of the careers programme, including details of how students, parents, teachers and employers can access information about the careers programme (link attached to programme)
- How the Academy measures and assesses the impact of the careers programme on students
- Destination data

Careers Provider Access Statement

The purpose of the statement is to set out opportunities for providers to visit and explain how requests from providers will be handled. This should be reviewed annually and must include:

- Any procedural requirements in relation to requests for access e.g. the main point of contact at the school/academy to whom requests should be directed
- Grounds for granting and refusing requests for access e.g. details of timetables careers lessons, assemblies or careers events which providers may attend
- Details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit

(Refer to Fairfield High School's Provider Access Policy for further details)

Ofsted Inspection

A successful careers programme will be reflected in the high number of students progressing to positive destinations such as Sixth Forms, FE Colleges, Apprenticeships, Universities or employment. Destinations measures provide a clear and comparable information on the success of the academy in helping all their student take qualifications that offer them the best opportunity to continue in education or training. KS4 destination data is now published each year, meaning that they are now an established part of the accountability system.

Gatsby Benchmarks

Schools and Academies should use the Gatsby Benchmarks to develop and improve their careers provision. These are not a statutory framework but by adopting them we can be confident we are fulfilling our legal duties.

Fairfield High School completes the Careers and Enterprise Company's Compass Tool on a termly basis to monitor the progress towards meeting the 8 Gatsby Benchmarks. Compass is an online self-evaluation tool for schools and academies to use to assess their careers provision against the Gatsby Benchmarks and the National Average. (Latest Compass Tool report on website)

Data Analysis

Year 11 progression data (Intended Destination data), is provided by the Academy to Bristol City Council through the Information Sharing Agreement. A list of current year 11 students and their intended destinations is collated by the Careers Lead and forwarded in March. This information is updated to actual destinations in the following Autumn term and final destinations are completed in conjunction with the council and local providers.

By using destination data, we can assess our successes in supporting our students to take up education or training which offers good long-term prospects. Collection and analysis of destination data allows to see if any trends are appearing with subgroups or if we are countering stereotypes or in fact raising aspirations.

Academies should also develop alumni networks of students that have recently left school.

Targeted Support

Vulnerable and disadvantaged young people

We continue to work with local authorities, particularly children's social care, to identify young people who need targeted support or who are risk of becoming NEET. This can include working with young people with vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as CIC. This also includes young people with additional needs, such as special educational needs and disabilities.

The use of multi-agencies to help support a child is crucial and Fairfield has a referral policy. Common multi-agencies used within Fairfield are Learning Partnership West (LPW) and The Creative Youth Network (CYN).

Looked after children

Children in Care (CIC) and previously looked after children may need a particularly robust support plan to ensure high levels of ambition and a successful transition to post-16 provision. The Careers Lead should liaise with the staff member who holds the responsibility of supporting Children in Care.

It is important that the Careers Lead:

- 1) Knows which students are in care and who are care leavers
- 2) Understand their additional support needs

- 3) Ensure that, for looked after children, their personal education plan (PEP) can help inform careers advice

Students with SEND

The Careers Lead works closely with the SENCO and other teachers and professionals in the school to identify the guidance needs of all students with SEND and put in place personalised support. Students with SEND are prioritised with receiving their 1:1 guidance talks. Extra support may also include helping students understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

Curriculum

Schools and academies should work towards integrating careers education into all subjects across the curriculum, not just in PSHE.

At Fairfield High School, Careers and Employability is at the forefront and is firmly embedded into our curriculum - offering vast opportunities for developing the knowledge and skills that employers need. Subject teachers can be a powerful tool to attract students towards their subject and the careers that stem from it. Each department has written a curriculum intent for their subject area with a key element connected to Careers and Employability.

Schools and Academies should ensure that students study the core academic subjects at GCSE – English, Maths, Science, Humanities based subject and a language. We should support students to understand that these subjects can provide a sound platform for a variety of careers beyond the age of 16.

Schools and Academies should make it clear to students that if they do not achieve a grade 4 or better in GCSE Maths and English by the end of Key Stage 4 they will be required to continue working towards this aim as part of their Post-16 programme.

Encounters with employers, employees and workplaces

Schools and Academies should help students gain the confidence to compete in the labour market by providing opportunities to gain practical know-how and attributes that are relevant for employment.

Fairfield High School fully engages with local employers, businesses and professional networks to ensure real-world connections with employers. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Students should participate in at least one meaningful encounter with an employer every year between years 7-13. Different encounters could mean in practice:

- Employer talks/Workshops
- Employer mentoring
- Employer involvement in the curriculum
- Employer encounters with parents
- Careers Fair
- CV Workshops
- Apprenticeship Workshops

- Mock Interviews/Assessment centres
- Alumni activity

STEM

Because of the high returns to STEM careers and the increasing need for many jobs to have greater quantitative skills in the future, schools and academies are encouraged to make one of the encounters their students experience before Year 11 STEM based.

Work Experience

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. Schools and Academies should ensure that by the age of 16, every student has at least one experience of a workplace, and a further such experience by the age of 18.

Students at Fairfield in Year 10 are expected to participate in work experience. It is explained to all students during assembly slots and separately to parents through letters along with key information at set parents' evenings. The details of this activity are outlined in **Fairfield High Schools Work Experience Policy**. All students source their own placements with local employers. Students are supported by their tutors and the Careers Lead in identifying and applying for places. A student's placement will have a Health and Safety check complete by the CEIAG Administrator for it to be deemed fit for purpose. Preparation for work experience takes place in an assembly prior to the work experience week (normally the month of June). Staff visit students who go out on placement. Students are expected to complete a logbook of their experiences and review this on their return.

Encounters with further education and higher education

Young people must realise that their educational choices can have an implication for their longer-term career. All students should understand the full range of learning opportunities that are available to them. We should encourage young people to consider what career options different educational choices can open and/or close.

Visits/Encounters

Fairfield High School provides several opportunities for visits to take place:

- A Level Taster Day
- Post-16 Options Evening
- Assemblies

Apprenticeship Providers

Students must be informed about approved technical education qualifications and apprenticeships. This allows students to consider how the opportunity to study/train in different ways/environments might suit their skills, interests better. The aim being students making better informed choices and help to reduce the risk of dropping out of courses.

Personal Guidance

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8-13. The independent careers guidance provided must be:

- Presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Include information on a range of education or training options, including apprenticeships
- Guidance that the person giving considers will promote the best interest of the students to whom it is given

Every student should have the opportunity for personal guidance interviews with a qualified careers advisor whenever significant study/career choices are being made.

Fairfield's Careers Advisor holds Level 6 qualification in Careers Guidance and to ensure independence and impartiality is a member of the Careers & Development Institute and adhere to their professional code of practices. 1:1 guidance is delivered on a weekly basis and individual interviews are arranged through the Careers Lead. Targeted groups, such as Pupil Premium and SEND are prioritised. Action plans are completed during the guidance meeting and if agreed by the student, available through SIMS linked documents.

Equality and Inclusion

Schools and academies should not do anything that might limit the ability of students to attend any part of a careers programme. However unacceptable behaviour would include restricting invitations to selected groups of students.

Parental/Carer involvement

Parental awareness of the Careers programme is vital. Our parents and carers are kept informed via the Academy's website, parent's evenings, regular newsletters and parentmail. The contact details of the Careers Lead are on the academy's website.

Monitoring and Evaluation

Monitoring and evaluation are key elements to our successful careers programme, it is with this information that we can continually look to further develop and improve as and when needed. At Fairfield High School examples of monitoring and evaluation are:

- Student destination figures Post-16
- Gathering informal feedback from external partners and from parents
- Student feedback on their experiences of the careers programme and what they have gained from it e.g. mock interviews, work experience
- Staff feedback on careers lessons
- Gatsby Benchmarks – Compass Tool