



**CRESTWOOD**  
COMMUNITY SCHOOL

## **Careers Advice and Guidance Policy**

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**Lead Governor:**  
**Leadership Team Link:**  
**Review Date:**  
**Next Review:**

**Elisa Campos**  
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**February 2023**  
**February 2024**

At Crestwood Community School we believe firmly in ensuring young people have access to an education which fully supports their further education and career choices beyond Crestwood Community School. As stated in the UNCRC, Article 17 “Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand and should not promote materials that could harm children” and Article 28 “Children have a right to an education.”

Careers Education Information Advice and Guidance (CEIAG) at Crestwood Community School is centred upon the Careers Development Institutes (CDI) National Framework for Careers and Work Related Learning. This provision is evaluated, reviewed and improved annually. The provision of CEIAG is set in the context of a combination of inter-related policies including Work Related Learning, Work Experience, Special Needs, Equal Opportunities and Rights Respecting Relationships.

## **Statutory Requirements**

It is school policy that all students from Years 7-11 have an entitlement to the best Careers Education Information Advice and Guidance possible as acknowledged by our expected Investor in Careers Accreditation. This policy is based on the Department of Educations statutory Careers Guidance and Access for Education and Training Providers which refers to The Education Act 1997, The Education and Skills Act 2008 and the Skills and Post -16 Act 2022 which came into effect on 1st January. The Skills and Post-16 Act 2022 states that schools must provide a minimum of 6 encounters with technical education or training providers to all students in year 8 to 13. More information is available in our Provider Access Policy. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 which came into force on 1st September 2022 and amended the Education Act 1997, so that our school must now secure independent careers guidance from year 7 instead of from year 8.

We also act in line with our statutory duty under the ‘Baker Clause’, to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy, which sets out how our school meets this duty.

## **Roles and responsibilities**

**Careers leader** Our careers leader is Mrs Dawn Smith, and they can be contacted by phoning 02380 641232 or emailing [dawn.smith@crestwood.hants.sch.uk](mailto:dawn.smith@crestwood.hants.sch.uk). Our careers leader works closely with the Assistant Headteacher from the senior leadership team (SLT) and together they will:

- Take responsibility for developing, running and reporting on the school’s career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum

- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO), to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to: Make sure they know which students are in care or are care leavers; Understand their additional support needs, Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy at least annually, in agreement with our governing board

#### **Senior leadership team (SLT)** Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

#### **The governing board** The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy.

## **Our Careers Programme**

Our careers programme is delivered through a number of methods, including PSHE lessons, Careers Week, tutor time activities, displays, events, guest speakers and assemblies.

1. Through a planned programme of activities within our Personal, Social and Health Education Programme from Years 7-10, delivered by Ethics and Philosophy teachers. Year 11 also has a CEIAG lesson taught by Crestwood staff every two weeks.

Our Careers Programme does not show any bias towards any particular career path and promotes a full range of technical and academic options for students. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so

the students are encouraged to think appropriately about their future.

The Learning Objectives are to assist students to:

- Know themselves better.
- Be aware of equal opportunities and stereotyping.
- Manage transitions to new roles and situations, particularly at the end of Key Stage 4.
- Be aware of education, training and career opportunities.
- Make informed choices about their own futures and career paths.
- Evaluate and review their own career pathway.

Our Careers Education and Guidance policy also has the following objectives in line with the Gatsby Eight Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees including links with our enterprise advisor
- To support students to obtain work experience placements at year 10. (Work Experience will be for one week per campus in July.)
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

2. Through individual guidance for all students at Key Stage 4. Careers Guidance appointments will take place with our in-house careers adviser, Mrs Dawn Smith.

Parental involvement is encouraged and all parents of Key Stage 4 students are invited to formal interviews, as well as having the opportunity to talk to Careers Teachers and our Careers Adviser.

3. Through access to the Careers Resources in the Libraries and the software and websites available at breaks and lunchtimes and before and after school when:

- Books, prospectuses and other information can be borrowed from the extensive range available, relevant to all interests and abilities.
- Information may be photocopied and 'browsing' is encouraged and considerable information is available to students to take away.
- Computers can be used to access information and to generate ideas using interactive programmes i.e. Careers Coach, SACU and the National Careers Service. Links are available on the school's careers page.
- We have a Google Classroom for all students where college and careers information is posted and updated.
- Advice and assistance is available from our Careers adviser alerting them to many diverse areas of Careers Education and Guidance. Mondays and Fridays on Cherbourg campus and Tuesdays and Thursdays on the Shakespeare Campus.

4. Through a commitment to provide knowledge and understanding of the World of Work through both school activities and Work Experience in Year 10, students:
  - Develop a greater understanding of the workplace.
  - Recognise the value of skills and qualifications.
  - Extend their knowledge of careers and jobs.
  - Accept responsibilities within a commercial working environment.
  - Develop positive personal qualities.
  - Help decide their future career pathways.

Work experience will be for one week per campus in July.

5. Through arranging and advertising our annual Careers Fair in conjunction with local employers, apprenticeship providers, universities and colleges. Inviting role models from the World of Work and Further Education to visit in lessons and assemblies across the school.
6. A work related pathway is available for some students at Key Stage 4 where college placement or work related learning may be offered.

#### **Outcomes:**

As a result of the above objectives the proposed outcomes of Crestwood Community School's Careers Education and Guidance policy are:

- To contribute to strategies for raising achievement by increasing aspirations
- To encourage participation in continued learning including higher education and technical qualifications and apprenticeships
- To develop enterprising and employability skills in students
- To significantly reduce to likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)

#### **Students with Special Educational Needs or Disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. No information will be given to students without SEND that is not also offered to our students with SEND.

#### **Access to our careers programme information**

A summary of our school's careers programme is published on our school website in the form of this policy and the Provider Access Policy, including details of how students, parents, teachers and employers can access information about the careers programme. Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs Dawn Smith, [dawn.smith@crestwood.hants.sch.uk](mailto:dawn.smith@crestwood.hants.sch.uk)

## **Assessing the impact on students**

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We invite feedback from students, parents, teachers and employers.

## **Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Teaching and Learning Governing body and reviewed annually.

The next review date is: February 2024

## **Differentiation explained:**

- Pupil premium, CIC and EHCP students prioritised for careers interviews.
- Early liaison with SEN Department for SEN Careers Interviews with specialist adviser. SEN liaison with the Careers Lead regarding Work Experience.
- Mentoring for selected borderline students.
- Post 16 destinations tracking procedure for students in Year 11.
- 1:1 help with College applications in the SEN dept.
- Small group / individual visits to FE Colleges and employers.
- University of Southampton visit for HPA and Disadvantaged students (Learn With US).
- Specialist small group work for groups of students e.g. visits and STEM work.
- Support for vocational students with Apprenticeship applications.