



HEADLANDS SCHOOL
SINCE 1965

Careers Education, Information, Advice & Guidance Policy

Written by	Careers Education Manager		
Creation date	Spring 2017		
Adopted by Governors	Spring 2017		
Reviewed by	Assistant Head - Community	Date	Spring 2024
Next Review Date	Spring 2025		

Headlands School

Careers Education, Information, Advice & Guidance Policy.

Intent:

Promoting a career development culture is an essential part of the mission and ethos of Headlands School. Our **intent** is to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance contributes to the academic achievement, the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Implementation:

The Careers Leader at Headlands School will coordinate the CEIAG activities of Year Leaders, Tutors, and Teachers to ensure that all students have access to their statutory entitlement. This allows all current Headlands School students, from any year group, to benefit from CEIAG support. Our Team is able to help students with advice and information whatever their starting point or help find answers to very specific questions. The advice and information is impartial and objective. We seek views, comments and suggestions on how we might improve our service. We want to maximise opportunity by engaging effectively with current students, parents, alumni and businesses, and to promote effective cooperation through shared events and the engagement of outside speakers and agencies.

Current priorities

Our careers strategy is informed by these current priorities:

- developing students career management skills, especially those associated with career adaptability, resilience, enterprise and employability so that students make informed choices about their future working lives and to translate these effectively into appropriate decisions and actions
- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- maintaining and developing links with a range of external and community organisations and our alumni, providing appropriate opportunities for students
- offering independent, objective and impartial advice and information from a range of sources
- offering learners an insight into leading edge developments in careers information, including social media, the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support and networking

- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- Empowering parents/carers to be part of the process by guiding and supporting them through the giving of up to date information through a range of media.

National/local expectations and school strategies

We are committed to meeting the requirements listed in the governments Careers Guidance and Access for Education and Training Providers Statutory Guidance (updated January 2023). This refers to legislation including

Sections 42A1, 42B 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

Headlands School does this by:

- Providing students with independent careers guidance from year 8 to year 13 by a Level 6 trained advisor
- Ensuring that there is an opportunity for a range of education and training providers to access all students in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships
- Publishing our policy statement on the School website setting out our arrangements for provider access and ensuring that it is followed
- Using the Gatsby Benchmarks to improve careers provision
- Working with the The Careers & Enterprise Company and other partners as part of the Careers Hub
- Provide all students with at least six encounters with approved providers of apprenticeships and technical education e.g. Careers Fair, Mock Interview Days, Work Experience placements, assemblies, taster days and workshops. These encounters will include at least 2 during the first key phase (Year 8 or 9), at least 2 during the second key phase (Year 10 or 11) which are mandatory to attend and at least 2 during the third key phase (Year 12 or 13) that are mandatory for the school to put on but optional for students to attend. All engagement will be tracked through Compass+
- We publish details of our careers programme on the website for young people and their parents including current Labour Market Information (LMI) data
- Students also have a 'Careers' Google Classroom which includes a wide range of up to date careers resources and LMI
- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- Identify a senior member of staff (Careers Leader) to advise the Senior Leadership Team and Governors on curriculum, staffing and resource

requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders

- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- Encourage the involvement of learners themselves in the planning, delivery and evaluation of the careers programme
- Source and provide up-to-date information about occupations, fields of work, undergraduate courses and work experience
- Help learners understand and develop the necessary skills to equip them for whatever career path they choose
- Provide opportunities for learners to understand their competencies, aspirations and options through a variety of means, including personal discussion with the Careers Leader, Senior Leadership Team, teachers, tutors and the Future Skills Questionnaire
- Monitor and report on each student's 'Careers Journey' which will be informed by the wide range of IAG events that take place
- Evaluate these IAG events to ensure positive impact

CEIAG at Headlands School is a progressive journey. The planned careers programme that students receive provides relevant careers information and education that is appropriate to their age. The progression throughout the years encourages students to be proactive about their future and actively seek careers advice and guidance. The Careers Leader is dedicated to tailoring the provision to meet students' needs in order to help them on their future career path. The careers programme allows for impartial advice and guidance, making students the focus.

Impact:

A successful careers guidance programme will be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. We work in partnership with the East Riding of Yorkshire Council to gather destinations information. Our destination figures are published on the school website. More information about the careers programme at Headlands School, including information on the encounters that our students have had and the employers that they have worked with can be seen here: <https://headlandsschool.co.uk/careers/>

All students will have a positive destination when they leave Headlands School and they will be:

- a) Proud, respectful and positive members of society
- b) Happy and successful people with high aspirations of themselves and others
- c) Lifelong learners