



Careers Education Strategy

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Careers Education, Information, Advice and Guidance (CEIAG)

Introduction and Rationale for CEIAG

Careers Education, Information, Advice and Guidance (CEIAG) is a critical part of the support we offer to students at Vanguard School (VS). We know that good careers education and advice has a significant role in preparing and enabling our young people to lead successful, fulfilling lives, as well as making a successful transition into adulthood and the world of work. As options for young people become more varied and complex, it is vital that we support students to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers education programme takes a whole-school approach by complementing the rest of the school curriculum but also involving parents, carers, teachers, external careers guidance providers, employers and other agencies. This policy covers CEIAG given to all students in Year 7 – 13, in line with the DfE guidance provided for careers guidance.

The Careers Education Programme is designed to meet the needs of students at VS. Activities are differentiated and personalised to ensure progression in career learning and development, and to strengthen students' motivation, aspirations and attainment. All students are entitled to a core CEIAG programme with meets professional standards of practice, which is delivered by internally-trained staff and approved external providers, which is impartial and confident. The programme will seek to raise aspirations, to challenge stereotyping and to promote equality and diversity.

Commitment

Vanguard School is committed to providing structured learning experiences for work-related learning and supporting all students with independent careers advice and guidance in accordance to the SEND Gatsby Benchmarks (see Appendix 1) and intends to fulfil any statutory obligations. The Careers Education Programme aims to:

- Provide opportunities across the curriculum to develop transferrable life and social skills
- Prepare students for opportunities, responsibilities and experiences of life after secondary education and/or their preferred transitional pathway
- Empowering students to develop their self-advocacy and decision-making skills
- Encourage the active involvement of students in decisions that affect their future, both individually and collectively – in partnership with parents/carers and external careers services
- Supporting students to achieve their full potential
- Personalised comprehensive guidance and advice with a range of supporting accessible information (in various formats: printed, online and/or in person via careers advisor)
- Promoting equality, diversity, social mobility and challenging stereotypes through purposeful interactions with a range of trusted and/or familiar adults, as well as employers
- We aim to foster a culture of success through:
- Placing our students at the heart of our community
- Developing resilient and resourceful students

- Adapting and applying skills for flexible life-long learners
- Promoting an awareness of a rapidly changing global environment

We are fully committed to our statutory obligation to provide a holistic careers service to all students at VS, highlighting the vocational and academic routes to their preferred career pathways. Furthermore, we aim to reduce the number of 13- to 18-year olds who are not in education, employment or training (NEETs) by ensuring this strategy is embedded in our practice across the school.

We work closely with the local authority due to the vulnerable nature of our students who all have a diagnosis of Autism (and other special educational needs and disabilities) with Education, Health and Care (EHC) plans in place to ensure we know of all services available to support students, to access this information and share this knowledge within the community. With the supporting information provided from each student's EHC plans and/or annual review and transition meetings, we are able to adopt a person-centred approach in our delivery method to ensure CEIAG is personalised for each student and aligned with the preferred future pathway. We all strongly believe that for many of our students, they will be able to sustain paid employment, access post-16 education and/or training with the right support and preparation.

Government guidance in relation to CEIAG at Vanguard School

Statutory DfE/government guidance provided has been used to support the development, implementation and evaluative reviews of our Careers Education Strategy and main points have been summarised:

- *‘Careers Guidance and Access for Education and Training Providers’ – October 2018*
- *‘Careers Strategy: Making the most of everyone’s skills and talents’ – December 2017*
- *‘Destinations data: Good practice guide for schools’ – October 2018*

- All institutions providing secondary education should use the **Gatsby Charitable Foundation’s Benchmarks** to develop and improve their careers provision. Vanguard School accepts the SEND Gatsby Benchmarks as set out in the DfE guidance (A summary of the Gatsby Benchmarks can be seen in Appendix 1 of this policy)
- **Compass**, an online self-evaluation tool, is used to assess how the careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, feedback from students, teachers and parents, and track their progress against the Benchmarks over time
- Every school should have a nominated **Careers Leader**, “who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks”.
- The way in which careers guidance will continue to be considered during Ofsted inspections is set out in Ofsted’s Common Inspection framework and School Inspection Handbook. **Destination measures at ages 16 and 18 will continue to provide clear and comparable information on the success of schools** in helping all of their students take qualifications that offer them the best opportunity to continue in education or training
- Section 2 of the Technical and Further Education Act 2017 (inserted a new section 42B into the Education Act 1997) – **schools are required to give education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer.** This is intended to ensure that young people hear consistently about their merits of alternatives to academic and school-based routes and are aware of all routes to high skills and into the work place.
- Secondary schools should offer every student at least seven **meaningful employer encounters** during their education – taking place each year from years 7-13. These encounters will ensure students get a chance to engage with a range of employers, build their broader understanding of the workplace and employment but also provide employer experiences in line with the Gatsby Benchmark criteria.

Curriculum and Personal Provision

It is intended that the VS Careers Education programme meets the Gatsby Benchmarks and to work towards quality approval thresholds. There is a planned programme of learning experiences from Years 7 to 13, which is intended to enable young people to:

- Develop themselves through career and work-related education;
- Learn about careers and the world of work
- Develop career management and employability skills
- Make informed career decisions
- Experience 'employer encounters'

In addition, all staff contribute to Careers Education through their roles and tutors, subject teachers and support staff. Specialist sessions and/or guidance are delivered by the Careers Education team – in conjunction with external providers as appropriate. Careers information is available in the Careers Resource Centre (in the library) which is maintained by the Careers Education Lead.

The curriculum is built on career learning outcomes (which have been identified and highlighted in Appendix 2) and meeting the Gatsby Benchmarks to ensure high-quality careers education provision is provided to all our students. By the end of each Key Stage, all students should be able to demonstrate and/or meet the learning outcomes of their careers education through individual and/or group sessions.

Elements of the above will require access to individual information advice and guidance through:

- Inputs from internal staff, external visitors and mentors, the Vanguard School Annual Careers Fair, 'drop in' sessions by employers and training providers, and inputs to address gender bias
- The contracting of an external, qualified, independent careers adviser – allowing development of career action plans to aid students in their career planning and decisions
- Planned inputs delivered by tutors during registration periods and scheduled careers group sessions
- Use of external sources such as websites and other resources available through subscriptions to careers-related software, the National Careers Service, the National Apprenticeship Service, UCAS and other providers
- Full-time Careers Education Lead
- Access to careers resources in the Careers Resources Centre (in the library)
- Planned visits to organisations providing progression opportunities
- Displays around schools
- Information from transition meetings, annual reviews and discussions with individual students' local authorities

We will secure additional access to face-to-face external specialist careers guidance as stated in the Education Act 2011 for our students as defined by the school's governing body. We work with Lambeth Council to further support our careers education programme.

The Careers Education curriculum plan is detailed below:

Term	Year 7	Year 8	Year 9*	Year 10*	Year 11*	Year 12*	Year 13*
Autumn	How is secondary different? Personal skills and qualities Aspirations – what is important to me Introduction to the world of work	Personal skills and qualities Aspirations – what is important to me SMART goal setting	Personal skills and qualities Exploring job roles and challenging stereotypes Health & Safety/ Law in the work place	How is KS4 different? – SMART goal setting Planning the Future 1:1 meetings Attend Skills London CV & interview workshops; one-to-one career guidance	Check-in: Planning the Future Researching post-16 options & LMI Application support for FE and/or employment Post-16 pathways assembly	How is KS5/Sixth Form different? – SMART goal setting Attend Skills London Personal skills, qualities and aspirations Post-18 pathways assembly	Check in: Planning the Future Post-18 pathways assembly Application support for Post-18 options Work Experience
Spring	Exploring different careers and job sectors Challenging stereotypes and valuing differences	Exploring different careers and job sectors Workplace Values / Top 10 Employer Skills	Researching post-16 options Labour Market Information (LMI) Interview & CV skills – one-to-one and workshops	Researching post-16 options & LMI Personal Finance & Budgeting skills	CV and Interview skills – one-to-one and workshops Work Experience	Exploring different career pathways & workplace values CV and interview skills Finance skills	One to one support from Careers Lead Year 13 revision focus
Summer	Skills building - focusing on the 8 essential skills	Interview skills Skills building - focusing on the 8 essential skills	Personal Finance & Budgeting Skills Post-16 pathways assembly	Planning for work experience Labour Market Information (LMI)	Y11 revision focus One-to-one career support drop in	Work Experience / planning work experience Skills building	Y13 revision focus Next Step Transition

* - Personal Guidance (Gatsby Benchmark 8) will be provided to students throughout the academic year

Whole School / Ongoing Events

National Apprenticeship Week – February
National Careers Week – March
British Science Week – March
Industry specific visits and guest speakers – throughout the year
Enterprise Projects for Y9-13 – Spring/Summer Term

Ongoing Events throughout the Year for Y10-13

Further and Higher Education visits
Applications and interviews
Taster days
Volunteering / Work Experience – Spring/Summer Term
Post-16 Options Parents Assembly (Summer of Y9/Autumn of Y11)
Post-18 Options Parents Assembly (Autumn for Y12/13)

Progression

Personal guidance on progression opportunities is available for students and their parents at key progression points, specifically:

- Year 9 GCSE options – student options meetings; parents’ options information evening with attendance by our Careers Education Leader; options booklets; input in lessons; PDLs; consistent and personalised structured support for all students
- Year 11 – assemblies and meetings on post-16 options; individual guidance interviews with independent Careers Adviser; open day information for local educational establishments; form tutor support; relevant information and support to parents/carers on opportunities via email/phone/post/website; displays and external inputs on apprenticeships; tracking intended destination data; ‘results day’ input
- Year 13 – university visits; external provider ‘skills’ workshops on CVs and interviews for all students; bespoke guidance from Sixth Form team and external providers on ‘early applications’ to Oxbridge, medical school etc.; access to our independent Careers Adviser.

Provider Access and Partnerships

The Provider Access Policy sets out the school’s arrangement for managing the access of providers to pupils at Vanguard 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. The policy recognises the range of partners that support the CEIAG offered within the school. These include:

- Formal arrangements with our external provider of careers guidance and others
- Liaison with post-16 providers and higher education institutions
- Providers of external CEIAG inputs, such as the National Careers Service, Inspiring the Future and students’ local authorities
- Employers and training providers
- Parents and carers

All pupils in years 7-13 are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeship – through options events, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses

The Provider Access Policy (separate document on school website) signposts how education and training providers should get in touch with the school to gain access to pupils and/or parents to inform them about further opportunities. The school will work with providers in order to identify the most effective opportunities for them to share information and education and training opportunities.

Monitoring, Evaluation and Review

The headteacher will ensure that the work of the Careers Leader and CEIAG events are supported and monitored. The appointed Careers Leader (backed by the Senior Leadership Team) is to report regularly and ensure SLT have an overview of CEIAG work. The effectiveness of this policy will be measured in a variety of ways:

- Feedback from students (and/or parents) after every CEIAG event or session/activity.
- Feedback from external visitors to the school, such as the School Improvement Partner (SIP) or Ofsted.
- The number of students who are NEET in October having left school in the previous summer – this figure can be compared to national figures as well as the equivalent figure from similar schools both nationally and within London.

To ensure that this policy is effective and implementing feedback provided by all stakeholders, the Governing Body of Vanguard School will review this policy every three years.

Approval and review

This document has been reviewed and approved by SLT, the Careers Education Lead and the Local Governing Body.

Reviewed: February 2021

Next review date: September 2021

Appendix 1: The Gatsby Benchmarks

Benchmarks	Summary
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed quality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experience of workplaces	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.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Appendix 2: Career Learning Outcomes for each Key Stage

The Career Learning Outcomes are based from the CDI Careers Framework (*'Framework for Careers, Employability and Enterprise Education'*, January 2020). The framework presents end of key stage learning outcome statements for students across 17 important areas of careers, employability and enterprise education.

Areas of Learning	KS3 Learning Outcomes	KS4 Learning Outcomes	16-19 Learning Outcomes
Developing yourself through careers, employability, and enterprise education			
1. Self-awareness	Describing yourself, your strengths and preferences	Recognise how you are changing, what you have to offer and what is important to you	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning work
2. Self-determination	Able to focus on the positive aspects of your wellbeing, progress and achievements	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Reflect on positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement
3. Self-improvement	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Show you are proactive in taking part and learning from Careers Education experiences/activities
Learning about Careers and the World of Work			
4. Exploring careers and career development	Describe different explanations of what careers are and how they can be developed	Discuss the skills involved in managing your own career	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
5. Investigating work and working life	Give examples of different kinds of work and why people's satisfaction with their working lives can change	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction
6. Understanding business and industry	Give examples of different business organisational structure	Explain different types business organisational structures, how they operate and how they measure success	Explain main reasons why business organisations change their structures

7. Investigating jobs and the LMI	Aware of what LMI is and how it can be useful to you	Able to find relevant LMI and know how to use it in your career planning	Able to draw conclusions from researching and evaluating relevant LMI to support your future plans
8. Valuing equality, diversity and inclusion	Identify how to stand up to stereotyping and discrimination that is damaging to you and others around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. Know your rights and responsibilities in relation to these issues	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for yours and others' behaviours
9. Learning about safe working practices and environments	Aware of the laws and by-laws relating to young people's permitted hours and types of employment; know how to minimise health and safety risks to you and those around	Aware of your responsibilities and rights as a student/trainee/employee for staying healthy and following safe working practice	Recognise different risk levels and understand your responsibilities and rights as a student/trainee/employee for staying healthy and following safe working practice
Developing your career management and employability skills			
10. Making most of CEIAG	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital CEIAG services	Build your personal support networks, including how to access and make the most of impartial face-to-face and digital CEIAG services	Develop and make the most of your personal support networks; show you are proactive and discerning user of impartial face-to-face and digital CEIAG services
11. Preparing for employability	Recognising the qualities and skills you have demonstrated both in and out of school that will help make you employable	Show how you are developing the qualities and skills which will help improve your employability	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers
12. Showing initiative and enterprise	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning
13. Developing personal financial capability	Show that you can manage a personal budget and contribute to household and school budgets	Show you can manage financial issues related to your education, training and employment choices (knowing how to access sources of financial support available to you)	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work
14. Identifying choices and opportunities	Know how to identify and systematically explore the options open to you at a decision point	Able to research your education, training, apprenticeship, employment and volunteering options (info related to best progression pathways through to a specific goal)	Able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you

15. Planning and deciding	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Know how to make plans and decisions including how to solve problems and deal appropriately with influences on you	Know how to make career enhancing plans and decisions including developing the resilience to sustain them
16. Handling applications and interviews	Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Know how to prepare for, perform well and learning from participating in selection processes
17. Managing changes and transitions	Show you can be positive, flexible and well prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions