

Ifield Community College – CEIAG – Futures Policy

Reviewed and approved by Governing body: 11th March 2021

Next review: March 2022

Signed: **(Chair of Governors)**



CEIAG provision – Careers and Futures Policy	
Last Draft – July 2020	Date of next review – March 2022
Futures Leader: Mrs V Sinclair	

1. INTRODUCTION

“If individuals understand themselves and their opportunities, and have developed the right skill set, they will be able to take their next steps; but real life is rarely as simple as this. So the framework is also rooted in learning theory emphasising the development of autonomy, personal agency, self-efficacy beliefs and cognitive understanding through constructed experiences and social interactions. It recognises the importance of enabling children and young people to create a personal narrative that locates their career wellbeing in the wider context of their personal, social, political, economic, and environmental wellbeing.”

(CDI Framework, January 2020)

All learners in school will take part in a careers programme that helps them:

- Understand all of the education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work
- Make individual progression plans to help them improve their prospects of success
- Offer feedback and ideas on how to improve the careers programme

All learners in school will have access to, and support with using, careers information that is easy to find and available at convenient times and in convenient locations including:

- on the school website, desktop and CRL (Futures)
- comprehensive, giving details of all progression (e.g. www.unifrog.org)
- access to information regarding possible financial help
- comprehensive STEM programme (*STEMatICC*)
- full and comprehensive programme of post-16 options and university application support

All learners in school are entitled to a provision of careers guidance that is:

- impartial
- up to date
- confidential
- focused on individual needs and fit for purpose
- supportive of equal opportunities
- provided by people with relevant training and expertise (Mrs Sinclair currently holds a Level 6 qualification in Careers Leadership)

2. COMMITMENT

The school is committed to:

- the provision of impartial resources and advice to enable students to understand and develop career choices and ensuring that careers education is part of the overall curriculum and learning framework for all years
- encouraging students to achieve and be ambitious
- involving students, parents, and carers in the further development of options and pathways
- ensuring that no student is disadvantaged in gaining access to education, training, or work

3. OBJECTIVES

Students' Needs:

- The careers programme is differentiated and personalised to ensure students are able to access activities appropriate to their stage of career learning, planning and development

Entitlement:

- Students are entitled to CEIAG which meets professional and ethical standards of practice and which is impartial and confidential. The programme integrates into students' experience of the whole curriculum and has a basis in a partnership with students and their parents/carers. The programme raises aspirations and broadens horizons, challenges stereotyping of all types, as well as promoting equality and diversity for all

Developing Employability Skills:

“A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.” (The CBI)

- ICC look “to offer practical ways in which both employability skills and career paths can be embedded within the curriculum to improve pupil transitions from learning to work.” (National Careers Service)
- We recommend that students look for a good balance of these ‘soft skills’ in their option choices



4. IMPLEMENTATION

Leadership: The Head Teacher and Governors have overall responsibility for CEIAG provision. The Assistant Head Teacher in charge of Student Personal Development (EMd) oversees the work of the Futures Leader (VSi)

Staffing: All staff contribute to CEIAG through their role as mentors and subject teachers. Specialist sessions are delivered as part of the morning registration curriculum, an out-of-lesson 'open door' policy and specific Futures Days where appropriate (this will be revisited as the current situation regarding COVID-19 regulations changes). There is impartial advice available to students from a range of outside agencies. Futures information is available in the LRC and on Futures noticeboards, in the Sixth Form Centre, as well as on the Ifield Community College website

Curriculum: The Careers Curriculum at ICC includes:

- careers education activities (career lessons, assemblies, careers learning embedded in subjects)
- employer led programmes
- information and research activities
- work experience, where applicable and appropriate
- events and enrichment activities (to be revisited as the current situation regarding COVID-19 regulations change)
- a designated Futures Office (F36, next to the LRC)

Current partnerships:

- Coast to Capital business partnership with Hannah Thomas and Izzy Pompova
- ICC now part of regional inter-school Crawley CEIAG Group guided by Alison Constable, Crawley Borough Council
- Comprehensive links with STEMSussex (regional STEMNet coordinators and facilitators), includes industrial links, on- and off-site activities, work experience, summer schools and mentoring
- Uni:Connect partnership – additional funding for eligible students)
- Regional LEP
- A Widening Participation Partnership Agreement is in place between ICC and Brighton, Sussex and Chichester universities
- WSCC Youth Service – Potential NEET programme run by Lucy Formosa, careers adviser working as part of the SBE team within WSCC
- Get Career Confident Service – Charlie Field
- Additional apprenticeship providers
- BrightMed (Brighton & Sussex Medical School) along with WEx placement links with Royal Brompton Hospital
- Be the Change Mentoring
- HE contact links with Chichester/Brinsbury/Crawley College, East Surrey, Plumpton, Met (Northbrook and Brighton College), DV8
- Industrial links, including Thales (including WEx) and Gatwick Airport

Resources:

- The school now has a designated Futures Office (F36, next to the LRC)
- Dedicated software licence for Unifrog
- VSi is available to be contacted via email (vsi@ifieldcc.co.uk)
- Futures Interviews with VSi during Progress Review Days, for both parents and students
- Students are able to book more formal one-to-one appointments with VSi for Futures information
- All students are aware of these facilities and staffing arrangements

Monitoring:

The careers programme is monitored internally, and students' opinions will be actively sought at the end of Year 11 and VI form. This will be done through questionnaires. Parents will also be asked for feed-back at Progress Review Days.

Review:

The Futures and careers education is reviewed regularly using the Compass+ platform to monitor the school's progress against the 8 Gatsby Benchmarks (see end below).

The Gatsby Benchmarks¹²

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1. A stable careers programme	<p>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.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<p>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 equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4. Linking curriculum learning to careers	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	<p>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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.