



Cheney School

Think for yourself; act for others

CAREERS PROVISION POLICY

Person responsible for policy: Assistant Headteacher (Personal Development)

Revised: November 2022

Review Date: November 2024

Introduction

At Cheney School we offer high quality careers advice and guidance which is designed to support all our students and which is alert to our own specific context as a diverse, city, state comprehensive. We provide a planned programme of activities across all key stages (see Appendix 1) which is designed to offer Careers Education, Information, Advice and Guidance (CEIAG) and develop employability/interpersonal skills.

The school is proud to be working towards the Quality in Careers Standard Award, which clearly demonstrates the school's ongoing commitment to effective and independent careers advice. As such, the policy is designed to meet the Gatsby benchmarks and conforms to statutory requirements. The careers provision at Cheney School is in line with the DFE's *Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges*, published September 2022.

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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. This policy draws on Careers Development Institute (CDI) framework for careers employability and enterprise education.

Context

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The school's programme is rightfully alert to our contextual factors. At Cheney School currently between 40 and 50% of our students will move through the school and stay as part of our Sixth Form. The vast majority of these students (along with their peers who join us from other schools in the Sixth Form) will then go on and study for degrees at university. The remaining 50 to 60% move on at the end of Year 11 to follow college courses, to attend other sixth form centers or to enter the world of work (usually via apprenticeships). Our careers provision aims to make sure we support the aspirations of all our students while paying particular attention to those who are more vulnerable. We are aspirational for all our students and want all to progress onto a path which will be fulfilling and continue to open doors in the future.

Aims

The aim of our Careers Provision is to provide Careers Education, Information, Advice and Guidance (CEIAG) which enhances understanding, knowledge and skills within our school. Our vision is that students will be suitably equipped to make informed choices and pursue the right qualifications and pathways within a “no limits” culture.

As part of this overall ambition Cheney School Career Provision Policy has the following aims:

- To ensure a programme of careers education and guidance is in place that meets the needs of all students across the key stage areas.
- To prepare students for the transition to life beyond secondary school (higher education and the world of work).
- To support students in making informed decisions which are ambitious.
- To contribute to the whole school vision and its strategies in delivering outstanding learning and encourage high aspiration for everyone.
- To support inclusion, challenge stereotypes and promote equality of opportunity.
- To provide independent and impartial careers, education and guidance.
- To provide students with well-rounded experiences which help to motivate them in the context of their future aspirations.
- To be informed by both local and national developments and therefore retain credibility and relevance
- To develop and sustain high quality links with local businesses, further and higher education providers.

Responsibilities

The aims at the heart of the policy will be delivered through a CEIAG programme across all key stages. The CEIAG programme will be produced by the Careers Leader and the Assistant Head Teacher (Personal Development). It will also be informed by our Deputy Headteacher (Curriculum) and our Deputy Headteacher (Pastoral). The implementation and effectiveness of the policy will be monitored by the Headteacher and Governors (our governor with specific responsibility for Career's education is TBC). Teachers and support staff can play a significant part in delivery of CEIAG as shown in Appendix 1.

Career Guidance will be delivered by a professionally qualified Level 6 Careers Adviser in accordance with the *Careers Strategy: Making the most of everyone's skills and talents, December 2017*.

Monitoring and Evaluating

CEIAG will be monitored and evaluated annually through discussion with key staff and feedback from students. When reviewing the school's Careers Provision, the School Improvement Plan is used to ensure the Careers Provision fully supports the whole school aims.

Destinations of students leaving Cheney will be recorded and reviewed to help improve the advice and guidance offered to future students.

Careers Provision at Cheney School

All students have access to the following:

- Extra-curricular clubs and trips to support students in developing their understanding of a range of different subjects. We have a wide range of trips and visits, many specifically related to the workplace.
- All students across the school can access the careers adviser service.
- All students have access to the careers section on the school's website and associated resources.
- External opportunities are advertised to students via the weekly bulletin.

Students with Special Educational Needs or Disabilities (SEND)

Transition from one key stage to another and onto careers is included as part of the annual review process for a student with SEND. Personalised support from the SENCO, Careers Adviser and external bodies is used where appropriate.

Students in receipt of Pupil Premium funding, looked after children, previously looked after children and students not engaging with education

Students who are disadvantaged are prioritized for support by our Careers Leader.

For full details of the programme at each key stage see Appendix 1

Key Stage 3

- The Enrichment program in Years 9-11 covers a range of topics including economic wellbeing, personal skills and attributes and active citizenship.
- Students in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award which helps aid their understanding of employability skills. By 2022 The aim is for the majority of students to participate in this.
- The options programme for Year 9 is designed to support all students in their choices with specific, personalised support provided for those students who are more vulnerable and labour market information.

Key Stage 4

- Students have an opportunity for one-to-one careers discussions with the school Careers Adviser in Year 10 and Year 11 (with a priority given to vulnerable learners).
- Students in Year 11 undertake Work Experience.
- All students are given an individual interview experience with an employer.
- All students are given an introduction to apprenticeships, covering what they are, where and how to find out what's available, case studies from previous students who have taken this route.
- Students who may be considering applying to City of Oxford College are supported by an in-school 'transition to College' event.
- Students who need support with applying for apprenticeships are supported with regular updates of apprenticeship opportunities around Oxfordshire that become available.
- Students considering applying to Sixth Form receive an individual guidance meeting with a member of the senior staff.

Key Stage 5

- Students have access to individualised advice and guidance via the Careers Adviser whenever required. This is specifically targeted to support those students who are considering moving directly into higher level apprenticeships and "non-university" routes.
- The weekly Social Well Being programme and daily tutor time is designed to guide students through the UCAS process and transition to the world of work (including a focus on personal finances).
- All students have the opportunity to undertake The Extended Project Qualification (EPQ) which helps develop invaluable research and independent learning skills which are central to higher education.
- All students visit a major Higher Education conference, with access to universities, apprenticeship providers and employment information. There are a range of trips and visits provided so that students can visit a range of different higher education providers.
- All students have a week of work experience
 - All students have support and guidance in relation to the UCAS process, with particular emphasis on successful completion of personal statements. Each student will have support tailored to their application from their form tutor and the Sixth Form team. Interview preparation, practice and workshops are led by departments and the Sixth Form team. There is preparation for and support with aptitude and pre-admissions test.

Provider Access

This statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes 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

Students in Year 8-13 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.
- To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships.
- To understand how to make applications for the full range of academic and technical courses.
- A provider wishing to request access should contact the Careers Adviser at Cheney School through the school reception.
- A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak with students and/or their parents.

Monitoring and Evaluating

Destination data of students leaving school at both 16 and 18 will be reviewed carefully year on year to help improve the CEIAG offer to students. Both the Careers Adviser (for students leaving at 16) and the Sixth Form Administrator (for students leaving at 18) will keep comprehensive data on student destinations which will be evaluated against national data provided in the DfE Performance Tables. It is also reported via the governor's datahub

CEIAG will also be monitored and evaluated annually through discussion with key staff and feedback from students. When reviewing the schools Careers Provision, the School Development Plan is used to ensure the Careers Provision fully supports the whole school aims. A review of careers provision is also part of the Student Impact Committees annual schedule of business.

This policy should be read in conjunction with the following policies:

- Curriculum, Assessment and Teaching Policy
- Single Equality Policy