



# Fairfield School Careers Policy

At Fairfield we aim to allow all students to have access to a range of vocational experiences in a variety of settings. These settings include the school, the local and wider community and places of work.

Careers education provides a way of developing knowledge, understanding and experience of opportunities available to our young people when they make their journey into adulthood. Our programme aims to develop the skills needed for improved decision making about the future.

In 2014 the Gatsby report made a major contribution to our understanding of what constitutes quality in careers education, information, advice and guidance (CEIAG) in secondary schools in England. As a result, 8 benchmarks of good practice were drawn up that identify the elements of good career guidance.

1. A stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

This policy reflects the school's commitment to adhering to these 8 benchmarks

**Policy Created October 2019**

**Reviewed: January 2022**

**Date to be reviewed: January 2024**

## **Introduction**

CEIAG (Careers, Education, Information, Advice and Guidance) is an essential part of the support we offer to students at Fairfield School to help them to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and continuation of learning. Effective transitional support can help prepare young people for all aspects their journey into adulthood and help them to make informed choices about their future.

## **Aims and Objectives**

- communicate effectively in a variety of environments and situations
- encourage students to broaden their horizons
- facilitate meaningful encounters with employers, college or other adult providers
- help students to develop skills, attitudes and qualities to make a successful transition into adulthood
- develop an understanding of the world of work through work related learning and enterprise activities both in school and the wider community.
- develop the skills that students will need to make informed and realistic choices for the future
- develop confidence to manage in new roles and situations
- enable students and parents/carers to be aware of all the options open to them and to raise aspirations

## **Entitlement**

All students are entitled to be fully involved in an effective CIEAG programme. The programme will promote equality of opportunity, inclusion and anti-racism. The service should meet professional standards of practice and be person-centred, impartial and confidential. The programme will be integrated into the students' experience of the whole curriculum and be based on a partnership between school, students and their parents/carers.

## **Implementation**

### **Management**

All class teachers with students in Year 7, 8, 9, 10 and 11 are responsible for the co-ordination of the careers programme in their class.

All class teachers in the post 16 are responsible for the co-ordination of the careers programme in their department.

Work experience placements are planned and implemented by class teachers, the HLTA and educational teaching assistants. All those involved are responsible to John Page, the head teacher. This area is supported by a link governor. All staff involved in work experience placements are responsible for safeguarding the young people, including following health and safety procedures and following guidance on the risk assessments for each venue.

### **Staffing**

All staff are expected to contribute to the CEIAG programme through their roles as teachers and educational teaching assistants. Careers education is planned, monitored and evaluated by the class teachers, supporting ETA's and the careers coordinator. The C&K Careers Advisor provides specialist careers guidance.

### **Curriculum**

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, and work-related learning (including work experience, both in-house and externally and enterprise projects).

Students and parents have information about and access to focussed events such as the Local Offer Live annual event.

### **Careers Information**

Careers information is available in the careers area in the Post 16 department where there are informative displays and a careers library that includes college prospectuses, career guides and job boxes. Students can also access job-search activities on the computer in the careers library. A Careers advisor from C&K Careers attends the students' annual reviews to offer advice about transitions.

### **Monitoring and Evaluation**

The careers programme is evaluated in a number of ways:

- student feedback from their experience of the careers programme and what they gained from it
- staff feedback on careers lesson, mock interviews and from attending work experience placements
- gathering informal feedback from external partners and from parents
- student destination figures Post 19

## **Partnerships**

An annual Partnership Agreement is negotiated between school and the local C&K Careers Service, identifying the contributions to the programme that each will make. There are also links with Kirklees College when students are in Post 16.

## **Staff Development**

Staff training needs for planning and delivering the careers programme will be identified in the school development plan and in the Partnership Agreement with the C&K Careers Service and activities will be planned to meet them.

## **Approvals**

Signatures: Head teacher and Chair of Governors

Date of approval by Governors

Date of next annual review: October 2019

Reviewed January 2022

Date of next review: January 2024

## BIBLIOGRAPHY

Websites and Publications:

Gatsby Benchmarks [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

Statutory Guidance (revised April 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/608259/Careers\\_guidance\\_and\\_inspiration\\_in\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf)

CDI Framework for Careers Employability and Enterprise Education [www.the CDI.net/New-Careers-Framework-2015](http://www.the CDI.net/New-Careers-Framework-2015)

Quality in Careers Standard [www.qualityincareers.org.uk/](http://www.qualityincareers.org.uk/)

The Career Development Institute – promoting excellence, professionalism and innovation in Careers Education and Guidance

[www.the CDI.net](http://www.the CDI.net)

The website for professionals working in CEIAG

[www.cegnet.co.uk](http://www.cegnet.co.uk)