



Policy and Procedure on

Ready for Life

Cambian New Elizabethan School

2023/24

This policy is reviewed annually to ensure compliance with current regulations

Approved /Reviewed by:	
Sam Allen-Wiggin (Careers Lead) Steve O’Gara (Head Teacher)	
Date of next review:	September 2024

Key staff involved in the Ready for Life Policy

<u>Role</u>	<u>Name(s)</u>
Head Teacher	Steve O’Gara
Pathway to Adulthood Coordinator/ Careers Lead	Sam Allen-Wiggin
Education Regional Lead	Andrew Sutherland
Members of SLT	Richard Upwood and Martin Roadknight

Ready for Life

Careers Education Information, Advice & Guidance Policy

September 2022

Introduction

The Careers Education Information, Advice and Guidance (CEIAG) Policy at Cambian New Elizabethan School (CNES) has been developed to incorporate the aims of the school and recent initiatives in careers education.

The planned programme of study helps our students to understand their interests, strengths and challenges in relation to the world of work and lifelong education. Students also learn about different careers and opportunities for training, apprenticeships and volunteering.

Aims

The focus of Careers Education and Guidance is to raise aspirations and equip students with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning.

Roles and Responsibilities

The careers education programme is managed by the Careers Lead who works closely with the Senior Leadership Team (SLT), Phase Leaders, Form Tutors, the SENDCo, relevant SEND teams, the schools Multi-Disciplinary Team, and an independent careers adviser.

At Cambian New Elizabethan School all staff contribute to the career's education programme through their varied roles as tutors, subject teachers or members of the support staff team.

Curriculum

The Careers Lead develops the scheme of work for KS3, KS4, and KS5 and supports the Lower Phase Leader to ensure that careers topics are embedded across the KS2 curriculum.

Careers Education and Guidance comprises of five components:

- Careers education within the curriculum
- Planning and recording of achievements and work-related activities
- Work experience
- Access to individual guidance and support
- Access to careers information

The programme includes:

- Careers education lessons
- Careers guidance - careers interviews, information and research activities
- Action planning and recording achievements
- CV writing
- Raising aspiration assemblies and activities
- Vocational taster sessions/certificates
- Guest speakers
- Mock interviews
- Work experience placements and volunteering
- Visits from and to Post 19 providers/FE colleges
- Enterprise activities
- Visits to career skills events and careers fairs

This is a non-exhaustive list

The careers programme at CNES aims to meet the needs of all students and is differentiated in terms of outcomes, resources and learning styles to ensure that it is appropriate to students' stages of career learning and development.

Partnerships

Partnerships are established and developed on a continuous basis with the relevant SEND teams and local employers who provide work experience placements. CNES continues to maintain links with Post 16 provisions and F.E. colleges such as Kidderminster College, Halesowen College, Heart of Worcester College and South Staffordshire College (Rodbaston Campus) for vocational and academic taster days and to support students with their transition post CNES.

Work Experience

Work experience is an important part of the educational entitlement of students at CNES. Where appropriate students are given the opportunity to complete a work experience placement, which may be either internal within the school environment or with a business in the local area. Where appropriate, students are supported on placement by CNES staff.

CNES Careers Lead supports form tutors in planning, sourcing, and monitoring work experience placements for Y11, 12, 13 and 14 students. Each placement is designed to take full account of the needs of the individual student and to give them an insight into the world of work. Work Experience preparation and follow-up (including health and safety) takes place in tutor groups, careers sessions and other appropriate parts of the curriculum.

When students return from work experience, the process and their placements are discussed and evaluated by both staff and students. The Careers Lead/form tutors visit all students whilst they are on placement and report back to relevant staff. Employers also evaluate the process and feedback to the Careers Lead/form tutors and students.

Monitoring, Review and Evaluation

An important part of the Careers Education Information and Guidance (CEIAG) programme is evaluation. It is mainly through evaluation that this policy and action plan will develop, whilst keeping abreast of national changes to CEIAG.

Evaluations take place after career-related events to determine the extent to which career outcomes are being met. Students' access to careers related activities are tracked and regularly monitored. Assessment takes place through verbal feedback/assessment, observation, written evaluations and student and employer feedback.

The Careers Lead uses the Gatsby Benchmark Compass Tool on a termly basis in order to review evaluate and develop CNES's CEIAG programme.

Information from these reviews and evaluations is then used to review and update the Careers Strategy Document.

Resources

Funding for careers education is allocated in the annual budget (within the PSHE budget) in the context of whole school priorities.

Parents/Carers

Parents/carers play an integral part in pupils' understanding of career choices and are encouraged to attend a range of career events including parents' evenings, college open days, transition planning, work experience discussions and EHC Plan review.

Links with other Policies

This policy is underpinned by the school's policies for Teaching & Learning, Assessment, PSHE, Equal Opportunities, Health and Safety, in addition to EHC plans.

Cambian New Elizabethan School Contacts

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Policy Review Date

This policy was developed and is reviewed annually through discussions with staff, students, parents/carers, and other external agencies.

Created by: Sam Allen-Wiggin
Adopted: September 2021
Last Review: September 2023
Next Review: September 2024



Steve O'Gara
Head Teacher
September 2023