



**YARROW
HEIGHTS
SCHOOL**

Careers Education, Information, Advice and Guidance (“CEIAG”) Policy

Policy Number:	YH009
Version:	V001
Date of issue:	September 2021
Date of Review:	September 2022
Person Responsible:	Head of Education
Ratified by:	Alfred Foglio – Chair of the Board of Directors
Outcome:	The purpose of the plan is to: <ul style="list-style-type: none">• To prepare young people for the opportunities, responsibilities and experiences of employment and life

EQUALITY AND DIVERSITY STATEMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school

AIMS

Careers Education and Guidance at Yarrow Heights School is seen as an entitlement for all of its students throughout years 7 – 11. The programme is aligned to and encompassing of the Eight Gatsby Benchmarks.

Opportunity Awareness

This includes differing roles and work opportunities. Students will be made aware of the range of career opportunities that are available. As well as studies of particular jobs and job families, students will explore opportunities in continuing academic and vocational education, and in training. Students will also be made aware of local industry, and the patterns of work in the local area and the area in which they live.

Benchmark 2: Learning from career and labour market information (LMI)
Every learner, 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. This is provided by our partnership with EBP South.

Awareness

Students at Yarrow Heights School have a variety of additional needs and in order to make appropriate career decisions, students need to understand themselves and become fully aware of their aptitude, strengths, difficulties, personality and preferences.

Benchmark 3: Addressing the needs of each learner

Students have different career guidance needs at different stages. Opportunities for advice and support is tailored to the needs of each learner. The school's careers programme embeds equality and diversity considerations throughout.

Career stages and decision making

Self-awareness combined with opportunity awareness should help students make sensible choices about their transition post 16.

- All students at Yarrow Heights have access to careers development information through their PSHE programme.
- Careers advice in KS3 is provided by EBP South and supported by the Tutor team during tutor time on an individual basis or as a group. Careers opportunities and plans are discussed and highlighted at the Annual Review
- A key stage 4 careers education pathway is in place to support and guide students through the next stage of the education looking to appropriate educational and training decision based on their career progression plans. The support structure enables the students to be ready for

their move to further education, employment or training. Each learner has annual access to individual interviews with an independent careers advisor from EBP South.

- Careers advice and transition plans are started in Year 9 to ensure that all parties (parent/careers/local authority/) are aware of career plans and educational/training pathways in place.
- External and independent careers guidance and support is sourced for all students from EBP South, alongside internal support in developing a greater understanding into career/education pathways. This will be delivered in a number of ways, which include but are not limited to:
 - Group presentations on careers pathways;
 - 1:1 meetings to explore career pathways;
 - Visits to local business's / colleges;
 - Q and A sessions;
 - Planned curriculum delivery;

Benchmark 4: Linking curriculum learning to careers

All teachers link curriculum learning with careers. For example, STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. This is all recorded in the planning documents and the learner tracker.

Benchmark 5: Encounters with employers and employees

Every learner has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is through a range of enrichment activities including visiting speakers, mentoring, visits to career's fairs and other opportunities through the teaching in the different subjects.

Benchmark 8: Personal guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who is trained to an appropriate level. These are available whenever significant study or career choices are being made. They are timed to meet the learner's individual needs.

WORK EXPERIENCE

Where available and suitable to the needs of the learner, appropriate work experience is available to Year 10/11 students. A range of potential placements discussed with students and an agreed placement is implemented. Guidance and supervision of the placement is implemented by a learning/work place mentor.

Work experience is valued by the school because it introduces students to the disciplines and expectations of the work place, and because it provides an insight into how companies are organised and how they operate. Students are supported by Yarrow Heights staff during their placement.

Students receive a handbook prior to commencing work experience and are required to keep a log to help such work. The school also stresses the importance of students writing letters of thanks after completing their work experience.

Benchmark 6: Experiences of workplaces

Every learner has 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.

VOCATIONAL COLLEGE COURSES/TRAINING COURSES

Where available and suitable, Year 10 and 11 students will be able to access local colleges to attend appropriate college courses. We will be developing positive links with a number of local providers including Totton College, Southampton City College, Sparsholt College, Brockenhurst College and Eastleigh College. These relationships will enable Yarrow Heights School to provide access to a wide range of courses that are able to meet the wide ranging needs and career pathways of our students.

Those students who attend college are able to access:

- Short term taster courses
- Courses accredited up to level 3

Students are given the opportunity to develop an understanding of Further and Higher Education through visits to a variety of Post 16 Colleges and a link programme with Solent and Winchester Universities. This includes tours, Q&A sessions, learning experiences and guest speakers.

Benchmark 7: Encounters with further and higher education

All students are provided with the opportunity to develop an understanding of 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.

PATHWAYS AND RECORDING

At all stages of their education and training, the students are encouraged to keep records of their education and experiences to enable them to reflect on these but to highlight to others the experiences they have.

Each learner has a file held by their tutor that keeps a record of this and is available to students and parent's/carers. Alongside this, there is a centrally held electronic database that keeps a track of the opportunities given and taken by each individual learner.

At all times all students are supported by staff to ensure that the decisions they make and pathways which they wish to follow are made fully informed and that they are done so with the best intentions. Our aim is to support each learner to be the best they can be and provide support, guidance and direction for the next steps. All staff that support students during this process ensure that they support in a manner as to which ensures that whilst maintaining high expectations and aspirational intentions they do not provide unrealistic and unachievable goals and aims and therefore potential future failure for the learner.