

# North Ridge High School

## Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) Policy



### **Equality Statement**

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of ‘protected characteristics’. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

**All policies at North Ridge take account of this Act.**

### **UNICEF Rights of The Child**

The United Nations Convention on the Rights of the Child was drafted over 10 years between 1979 and 1989. The UK signed the Convention on 19 April 1990, ratified it on 16 December 1991, and came into force on 15 January 1992.

At North Ridge we use the language of the Rights Respecting School Award consistently in our everyday school life. These key words – ‘right’ and ‘responsibility’ –enable our students to develop their sense of place in the world and their commitment to a more harmonious existence.

Throughout the teaching of CEIAG and WRL articles from the Convention will be referenced at specific teaching and learning points as appropriate.

Article 28, I have the right to an education. Article 29 I have the right to an education which develops my personality, respect for others’ rights and the environment, Article 17 I have the right to get information in lots of ways, so long as it’s safe.

<b>Date written</b>	<b>July 2019</b>
<b>Date reviewed</b>	<b>March 2024</b>
<b>Date adopted by governing body</b>	<b>March 2024</b>
<b>Review cycle</b>	<b>Every 3 years</b>
<b>Statutory</b>	<b>Non statutory</b>
<b>Required on website</b>	<b>No – but provider access is required</b>

## Contents

Contents.....	2
Aims .....	2
Scope.....	3
Legislation and Statutory Guidance.....	3
Roles and responsibilities .....	3
Governor Responsibilities .....	3
Head Teacher Responsibilities .....	4
Staff Responsibilities .....	4
Implementation.....	4
Monitoring, evaluation and review arrangements .....	5
Links with other policies .....	6
Appendices .....	6
The Gatsby Benchmarks.....	6

## Aims

All young people have a right to work and the status this brings. All North Ridge students can access a range of activities to help them choose 14-19 pathways that are right for them. Students learn best through experience therefore employer engagement and work experience are essential for students to develop their skills.

At North Ridge we ensure students have access to CEIAG and work-related learning to enable them to:

- Develop a realistic awareness of their abilities and strengths
- Develop a range of life skills to promote independence
- Develop their ability to make informed decisions and choices
- Develop the ability with support as required to plan a realistic and challenging career path
- Develop knowledge skills and understanding related to work
- Understand themselves and develop their capabilities (self-development)
- Investigate careers and opportunities (career exploration)
- Implement their career plans (career management)
- Achieve employability skills by enhanced understanding of specific occupations;
- Learn about the world of work to prepare for the transition from education and training to work.

## Scope

This policy outlines the purpose, nature and management of CEIAG and WRL taught in our school for pupils in Key Stages 3 -4.

This policy also applies to students in Key Stage 5 both at the sixth form Hub and at the main site.

## Legislation and Statutory Guidance

The policy has been written in line with the DfE (Department for Education) guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023) and takes into account the Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They are included in the appendices of this policy.

The provider access policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to 11 to inform them about approved technical education qualifications and apprenticeship.

## Roles and responsibilities

The school has a series of statutory duties as detailed below:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options.
- This guidance must be in the best interests of the pupil.
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out how providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

North Ridge High School has a service level agreement with Career connect to provide impartial careers education, advice and guidance to young people.

The careers adviser differentiates his sessions to ensure that pupils' needs are met.

## Governor Responsibilities

The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## **Head Teacher Responsibilities**

The Headteacher will ensure that:

- the work of the Careers Advisor and CEIAG events are supported and monitored.
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

## **Staff Responsibilities**

All members of staff at North Ridge are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor. Staff are required to collate information on each student and their access to work experience and employer encounters from Y7 onwards.

Key staff have been trained in teaching using Systematic Instruction (TSI). They then train other staff to support students using this model. Staff are aware of how to adapt job roles to ensure students can access work experience appropriate to their needs.

## **Implementation**

Students at North Ridge High School learn about careers in KS3 in PHSCE. All students will have at least one employer engagement per year in a practical setting in school or in the employer's workplace. Students have access to termly careers workshops designed by the Careers adviser and delivered by class teachers to develop knowledge of career options.

In KS4 pupils explore a diverse array of opportunities to enhance their understanding of different job roles. Placements encompass:

- roles such as young Leaders, giving pupils an understanding of leading others.
- Participating in a training cafe experience, developing communication and self-management abilities while serving in a dynamic environment.
- Understanding the need of sustainable living with the responsibility to tend to a small allotment.
- And finally taking on the responsibility of delivering meals and equipment to classes, providing crucial support to fellow pupils and fostering a collaborative learning atmosphere.

In Key stage 5 students have a range of work experience opportunities to develop their employability skills. School has several businesses run as student-led enterprises. Cup and Cake is a cafe on the Abraham Moss campus serving food and drink to the community. Students develop catering and

hospitality skills. Second Handmade, a student run shop in the same location, sells a range of preloved items. Students are responsible for processing all items and quality checking them. They also develop customer service skills working in a retail environment. In addition to these businesses, we run 'The Hive' - an area where production for the shop takes place. Plot to Plate is a catering business run by students. They make bespoke buffets for businesses in the community and supply a range of pies and pastries to the café on a daily basis. Students are developing catering skills. Some of the produce used in Plot to Plate is grown on our allotment – The Plot, which pupils help to maintain. The school also has an Etsy business – North Ridge Gift Co and pupils create products to sell in their manufacturing lessons.

The local leisure centre offers a weekly placement for students interested in a career in fitness.

There is a pre-supported internship based at North Manchester General Hospital for students in year 14 who have the potential to gain either paid employment or voluntary work.

Students in key stage 3, 4 and 5 can access the independent careers adviser. The careers adviser supports any students and their families to apply for their next provision. Advice from the careers adviser is also available at the annual family information event.

Planning will be in line with school policy and take a target focused approach to learning.

All students will experience the world of work at a level appropriate to their understanding. All students will have access to careers advice before transition to enable them to make informed choices about future career paths. Students and their families will understand the range of opportunities available to them at each transition point and how to access different provisions.

The provision of CEIAG will be evidenced in the following ways:

KS3:

- Records of Achievement showing work experience

KS4:

- Accreditation
- Work experience placements and diaries showing self-assessment.

KS5:

- Learning logs for work placement
- Classroom monitor assessment tool
- ASDAN PSD, Employability or Personal Progress accreditation

The Annual Family Information Event offers the opportunity for families to meet with a wide range of agencies to support young people and families including education, social opportunities, social care and statutory agencies.

## **Monitoring, evaluation and review arrangements**

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted).

The school's CEIAG coordinator is expected to attend available training. The Careers adviser is expected to update the CEIAG coordinator on changes to guidance as required.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of North Ridge will review this policy every three years.

## Links with other policies

Provider Access Policy

## Appendices

### The Gatsby Benchmarks

Benchmark	Aim	How this will be achieved
1. A stable careers programme	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.	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	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need an informed adviser's support to make the best use of available information.	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	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	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.

	equality and diversity considerations throughout.	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.
4. Linking curriculum learning to careers	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.	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	Every student should have multiple opportunities to learn from employers about work, employment and the skills valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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.
6. Experiences of workplaces	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.	By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, in addition to any part-time jobs they may have.
7. Encounters with further and higher education	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.	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.  *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	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.	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.