



John Spence Community High School
CEIAG Policy

John Spence Community High School CEIAG Policy

****Due to the current Covid 19 pandemic, some activities outlined below may be restricted to virtual events, however we fundamentally believe, that now more than ever, career education is a vital part of our student's school experience and as such will continue to provide as much of the planned activities and events as possible. ****

Our vision is to ensure that every pupil leaves John Spence being 'Fit for Life'.

Our students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance. Our CEIAG policy sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of own path.

The school CEIAG policy is based on the new 'Careers Strategy' published by the DfE in December 2018, and will use the Gatsby Benchmarks as a framework for good practice. Careers education does not just mean informing students about their options after school but also how their school career will affect their future. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

Our school development plan outlines our commitment to ensuring pupils are resilient and skilled, and as part of this, we will ensure that each year group receives three encounters with real employers per year group. This could be through a drop down event, a project within the curriculum, or a workplace visit.

A key part of our program is developing an understanding of LMI and as part of our Futures Month intuitive, pupils will focus on one growth sector per year group. By the time pupils reach Year 11, they will have been provided with information on all of the local growth sectors, and encounters with businesses and employers from these sectors.

Aims

- To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.
- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in higher education and training
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- To foster links between the school, local businesses and further/higher education establishments.

- To enable students to experience the world of work and develop transferable skills, for example, independence, resilience, creativity, personal learning and thinking skills.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential.

Each Year group will have a specific focus through their Fit for Life lessons, form time activities, assemblies and drop down events. As part of our **Futures month** programme, pupils will work through a sequential series of experiences, education and activities which builds year upon year and remains relevant to each year group. These carefully designed activities are based upon recommendations from the Careers Development Institute and provide meaningful experiences for every pupil as they move through their school career. For more detail regarding the logistics and content see the Futures Month Overview document.

Year 7

Careers Education Focus - Self awareness and skill attributes

LMI Theme – Energy & Engineering

Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.

- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Students are introduced to the idea of what skills and attributes are required to be a successful employee.
- Students have optional access to independent and impartial advisers via drop in sessions.
- Pupils will use the Buzz quiz to determine what personality type they are.
- **Employer encounters: Baker Hughes, Banks Group, Energy Academy**

Year 8

Careers Education Focus - The world of work and employment

LMI Theme - Digital

Students will explore the world of work and the ways in which people can work.

- Students introduced to the world of work and how it is constantly changing.
- Students encouraged to think about what it might mean to have a 'career'
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

- Students are encouraged to challenge stereotypes in the workplace
- Students will take part in an enterprise day, encouraging the idea of entrepreneurial work
- **Employer encounters: TICE, Sunderland Software City, Accenture**

Year 9

Career Education Focus – Exploring options and using information

LMI Theme – Law/Finance

Students are encouraged to explore how they can use the huge amount of resources available online to make informed decisions. Students will also work through a series of tasks designed to support them through the options process, and will explore higher and further education.

- Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students should begin to think about GCSE options in terms of career pathways and plan future within school. Students will use Fast Tomato to identify potential subjects and pathways.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Pupils will take part in a series of workshops and assemblies provided by the NECOP group as part of Newcastle University. A small proportion of these pupils are offered the chance to receive one to one mentoring from undergraduates.
- **Employer Encounters: Careers Speed dating event, TICE, Army elite day, HMRC drop down event**

Year 10

Careers Education Focus – Preparing me

LMI – Health & Life Sciences

Students begin to explore post 16 options and interview techniques and the application process.

- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students begin CV, application forms and cover letter writing.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. Connexions will also attend any meetings for EHCP pupils.

- Students work through tasks designed to help them understand financial issues.
- Students offered the opportunity to engage with the ASK apprenticeships team.
- Students are encouraged to consider their post 16 pathways and what the requirements of this pathway might be. A large focus is placed upon raising aspiration and achievement here.
- **Employer encounters: Apprenticeships fair, Careers Fair, NHS day**

Year 11

Careers Education Focus - Decision Time

Students are helped with post 16 choices and encouraged to consider all their options including further education and apprenticeships.

- Interview techniques further developed through mock interviews
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- A large focus in different target groups with specific sessions from the ASK apprenticeship team, QA Sixth form and the DWandP.
- A mock exam result day encourages students to talk through mock results and options with a range of providers.
- **Employer encounters: Apprenticeships fair, mock job interview, careers fair**

There are many other events taking place throughout the year. For more information on what is delivered when, see the Provision Map document.