



# Careers, Education, Information, Advice & Guidance. (CEIAG) Policy & Provision

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**Signed: Chair: R. Dutton**

**Head: R. Swindells**



# Chesterton Community Sports College

## Careers Policy

### INTRODUCTION

**At Chesterton Community Sports College, we actively encourage all of our pupils to 'Be the Best They Can Be' in all aspects of their life. Through the support and guidance that we provide, it is our aim that every child leaves us with positive values and high aspirations surrounding their future career path.**

### Aims

We aim to provide personalised support which will allow them to make realistic and informed decisions on progression to post 16 education, employment and/or training opportunities. This includes A Levels, Apprenticeships, Traineeships, Study Programmes or Specialist Programmes at University Technical Colleges (UTCs).

The Government's career strategy published on 4 December 2017, gives schools a long-term plan to build a careers system that will enable young people to make the right decisions Post 16. To achieve this aim, Chesterton Community Sports College will aim to use the benchmarks from the Gatsby Charitable Foundation, which are as follows:

- A stable careers programme**
- Learning from the careers and labour market information**
- Addressing the needs of all students**
- Linking curriculum learning to careers**
- Encounters with employers and employees**
- Experiences of workplaces**
- Encounters with further and higher education providers**
- Personal guidance**

(See the CCSC Gatsby Career Guidance document for full details.)

In order to embed these benchmarks into our provision, Chesterton Community Sports College will follow the recommendations made to schools from the report:

- We use the benchmarks to enable us to review and improve our provision of careers within education. Our provision is regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve the provision in response to the findings.



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We work closely with the Careers and Enterprise Company to evaluate our programme within school.

- We have a stable careers plan which is shared and published on the school website. This is delivered through PSCE sessions and through curriculum planning.
- We aim to develop STEM opportunities further at Key Stage 3 and actively encourage participation.
- We will continue to provide personal career guidance internally and with external providers.
- We will continue to develop our links with further and higher education providers and employers.
- We will ensure that work experience for all Year 10 pupils is planned into the careers programme.
- We will continue to provide personal guidance that responds to the need of each learner.
- We aim to actively encourage parents to be well informed of the choices surrounding careers with an emphasis on Labour Market Information.

In addition to the Gatsby recommendations, at Chesterton Community Sports College, it is our expectation that:

- There is a clear lead in delivering careers across the school in all subject areas
- Students are informed about how they can access careers guidance from Year 7 upwards and how this service can help them to access other services they need.
- Students receive the information, advice and guidance on personal wellbeing
- Students have the information, advice and guidance that empowers them to make well-informed and realistic decisions about education, training and career pathways, within school and post-16.



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- All students are helped to progress within the curriculum and are given opportunities to raise their aspirations.
- All subjects will have strong links between careers and the curriculum and encourage employer encounters where relevant.
- Information, advice and guidance services work in partnership with the school to promote equality of opportunity, celebrate diversity and challenge stereotypes.
- Information, advice and guidance is provided to Parents and Carers, which will enable them to support their children to make realistic and informed decisions about their future.
- Information, advice and guidance providers understand their roles and responsibilities and work in partnership with Chesterton Community Sports College.
- Aspirational programmes of career and personal development for students are planned and provided collaboratively.
- Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development.

All staff contribute to careers provision here at Chesterton Community Sports College (either through curriculum, PSICHE provision or through pastoral support).

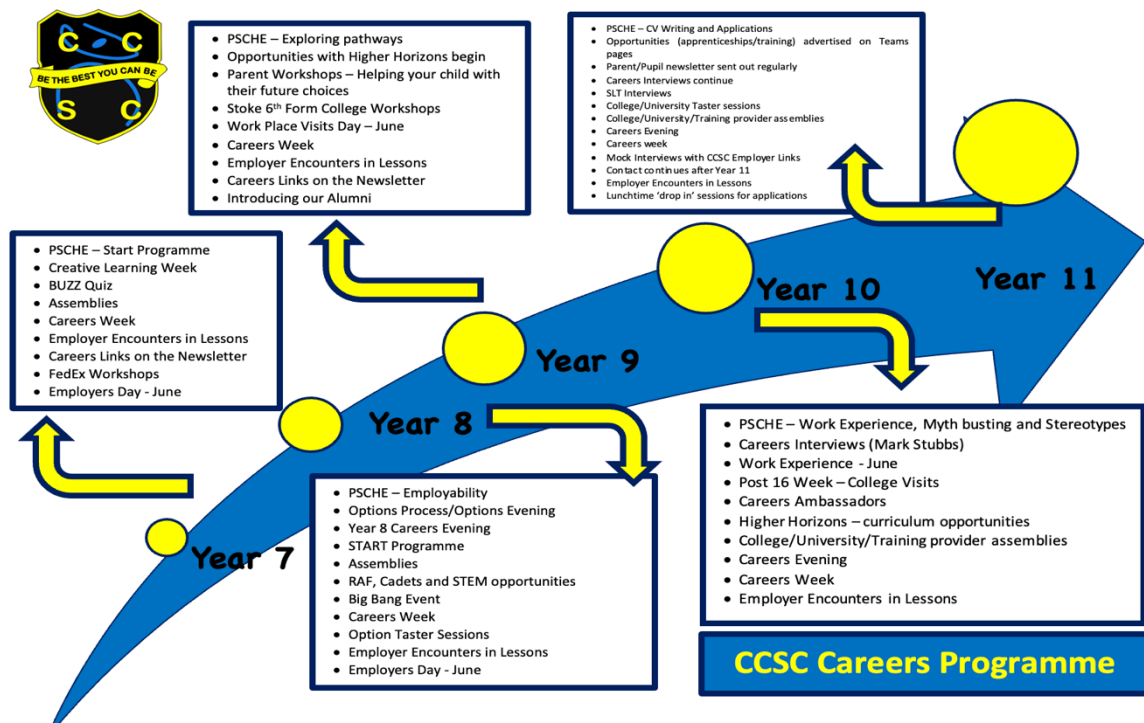
We will work to achieve this through the following initiatives:

- Deliver and embed a quality Careers Programme from Year 7 upwards through our PSICHE curriculum and through the delivery of the Gatsby Benchmarks in all year groups. We will review this annually.
- Work closely with Entrust to provide support to all students and to further reduce our NEET figures.



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- Students will learn how to access and use a variety of careers information, advice and guidance sources and to complete/ present themselves well in Curriculum Vitae, personal statements, mock interviews, applications and interviews.
- Students will receive support from their Form Tutor, Head of Year, SLT, Mark Stubbs (careers advisor) and through the PSCH team so that they make appropriate options choices.
- Also, all students will receive impartial guidance and support for their career's choices with 1-1 interviews with Mark Stubbs and mock interviews with our linked employers.
- Students will be offered taster activities to raise their aspirations and they will be closely tracked for NEET destinations.
- Regular employer encounters will allow pupils to experience life at work and be able to make relevant connections between careers and the subjects that they study.
- Using past pupils as role models in all subject areas.
- More focus on Labour Market Information and the development of apprenticeships, T Levels and any other relevant qualifications.





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## Gatsby Benchmarks at CCSC

### 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.

- Structured careers programme delivered through PSCHE sessions
- Policy and programme approved by governors
- Careers Link Governor
- Information is provided on school website
- Programme is reviewed each year
- SW responsible for careers within the school. NW increased involvement
- PSCHE observations through SLT
- PSCHE Careers START programme
- Regular meetings with Careers and Enterprise Company – fill in Compass on a termly basis
- Work with Careers and Enterprise 'hub'
- Workshops for parents
- Surveys for pupils and parents – acting on feedback

### 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 the support of an informed adviser to make best use of available information.

- Options Evening and Year 8 Careers Evening provides all with relevant information surrounding career pathways
- STEM Events
- Outside speakers in assembly slots (through the PSCHE programme)
- Careers fair for KS4 pupils
- Useful websites published for pupils and parents
- Apprenticeships workshops provided by SW
- Taster sessions/Work experience in Year 10/11
- Parent workshops to aid the support given to their children
- Use students and parent evaluate careers events at [CCSC](#)
- Subjects use employers within lessons and make relevant links to [curriculum](#).
- Develop LMI on school website – create search tool

### 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 equality and diversity considerations throughout.

- PSCHE programme structured to give all pupils the same information, [guidance](#) and opportunity.
- Stereotypical views are challenged through this [teaching](#).
- RONI students selected early on and supported through school life (as are SEN, vulnerable pupils)
- All pupils have at least two careers interviews with advisor
- SLT interviews – Year 9, 10 and 11 pupils
- Parental support offered during careers interviews
- Pupils accompanied to careers visits/tasters if and when necessary
- Records are recorded and sent home after all careers [appointments](#).
- SW tracking systems to ensure that all pupils' needs are met, even after Year 11 (NEET tracking). Work closely with careers advisor once Year 11 have left to ensure NEET is addressed.
- Any SEN pupils should have careers as focus of discussion from Year 9 at review [meetings](#).



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## Gatsby Benchmarks at CCSC

### 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.

- Importance of careers is highlighted through curriculum (see separate document)
- Careers Focus Days/week
- Business and Enterprise workshops (Year 9)
- STEM opportunities
- Subject teachers emphasise the importance of future goals and decisions through their teaching
- Key Stage 3 Curriculum designed to enthuse pupils with importance placed upon transferable skills and crucial knowledge
- STEM Ambassadors
- Subjects to use employers within lessons and making relevant links to curriculum
- Careers as a target in subject action plans
- All staff have training on Gatsby and importance of Careers in the Curriculum.
- Subjects have a link teacher
- Link with employers and alumni to support delivery

### 5. Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- Taster sessions in colleges and work placements
- Post 16 week – pupils visit varied establishments as part of the programme
- Careers Week – opportunity to meet employers
- Outside speakers visit the school regular- from Creative Learning Week experiences to school workshops
- Year 9 – 'Life Skills' Day
- Year 9 Workplace Visits (June 2024)
- Year 10 Work Experience (June 2024)
- Year 7 and 8 Employers Day (June 2024) and Alumni Days
- FedEx, IAE, Thorpe Precast, Churchill, Rydale Links
- Colleges and training providers deliver information sessions during assembly slots
- Lunch time 'drop in' sessions with providers
- PSCE Days
- All year groups to have one encounter with an employer in each subject, per year. Use of NW's contacts and CCSC document.
- Mentoring programme (10 Pupils)
- Subjects use employers within lessons and make relevant links to curriculum

### 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.

- Taster sessions
- Guidance on work experience
- Mock interviews with employers
- Application writing
- Work experience for all pupils in Year 10
- Work Place visits for Year 9 (June 2024)
- Opportunities during Creative Learning Week
- School trips



## Gatsby Benchmarks at CCSC

### 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.

- Colleges and training providers deliver information sessions during assembly slots
- Post 16 Week for Year 10 pupils
- Year 8 Options Evening/Careers Evening
- KS4 Careers Evening
- All pupils have at least two careers interviews with careers advisor
- Taster sessions in Year 10 and 11
- University visits – links with Higher Horizons, ~~Keele~~ University (Medical), Oxford University, Aberystwyth, Chester and Staffordshire University
- STEM Awards
- Pupils to have encounters with people from the work place/professions (Citizenship – Police Force, Health and Social – Midwife)

### 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.

- All pupils have at least two careers interviews with careers advisor
- SLT Interviews
- SW Tracking systems
- Form tutor – informal discussions
- Application 'drop ins'