



Careers Education, Information, Advice and Guidance Protocol

School Vision

Newent Community School and Sixth Form Centre seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college. About Us section on the school website makes direct reference to “achieving great things... making a difference... and giving our students an inspirational start...on a lifelong learning journey”:

The governing body is committed to provide a clear undertaking to monitor the impact of the Careers Education, Information, Advice and Guidance Protocol.

We aim to support students to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

The School careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Protocol Scope

This protocol covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3, 4 and 5. It also applies to Year 11 students after they finish their GCSE examinations in June and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

The protocol has been reviewed in line with the published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, Oct 2018).

Furthermore, the School will ensure that:

- The 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance are accepted. They can be seen in Appendix 1 of this protocol.
- It follows its legal duty to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Events and opportunities are provided for all Key Stages and all years and these events will impact upon all students at the school.
- All members of staff at Newent Community School and Sixth Form Centre 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 Lead or Coordinator.
- This protocol and supporting programme should provide students with the tools and experience required to advance on their future pathway, whatever that may be.

Objectives

The objectives of the Careers Education, Information, Advice and Guidance protocol are as follows:

Newent Community School and Sixth Form Centre
Striving for Excellence



- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from career and labour market information
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

School Responsibilities

The school has a series of statutory duties:

- All registered students at the school must receive independent careers advice in Years 7 to 13
- 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 student
- There must be an opportunity for education and training providers to access students in Year 7 – Year 13 to inform them about approved technical qualifications or apprenticeships or FE/HE
- The school must have a clear policy setting out the way providers will be given access to students
- The School will assign a ‘Careers Leader’ to manage the careers programme and this person will be named on the school website

The school will base its careers provision around the Gatsby Benchmarks. These can be seen in Appendix 1.

Newent Community School and Sixth Form Centre believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students’ horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

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 responsibilities of the key staff in relation to CEIAG

All staff contribute to the implementation of this protocol through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are exploited to support the curriculum through KS3 to 5. Programme delivery will be assisted by the following members of staff and their roles:

- SLT and Careers Leader
- Careers Co-ordinator
- Enterprise Co-ordinator and Enterprise Adviser (GfirstLEP)
- Teachers to link careers in the curriculum
- PSHE Lead and Teaching staff: teaching of programme elements including careers



- Administrator: Provide administrative support for key events, communication with students and tutors and contribute to maintenance of noticeboards in the Sixth Form and to provide administrative support for the arrangement of individual student interviews
- Finance and Business Officer: Provide support to monitor and manage a dedicated careers budget
- School Governor

Governor Responsibilities

The governing body will ensure that the School has a clear protocol 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
- Impacting student decision making and promotes positive outcomes

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 13.

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

Careers Entitlement

Students attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps students achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subject areas link to careers and employability skills
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances, or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for a second.

Students are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation, and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.



- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options,
- Information and advice about applications to higher education provision through UCAS along with student finance, and help to source work experience placements.

Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This is entitled 'The Baker Clause.' This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All students in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

The School's Provide Access Protocol outlines the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities.

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

Premises and facilities

Rooms and presentation resources will be made available for discussions between the provider and students, as appropriate to the activity. This will be discussed and agreed in advance of the visit with the Careers Co-ordinator or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant literature in the library to be made available in the careers resource section, which is managed by the School Librarian. This resource is available to students before, during and after school.

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, October 2018

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf



<https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>

https://www.thecdi.net/write/Framework/CDI_107-Framework_Handbook-web.pdf

https://www.thecdi.net/write/Framework/CDI_109-Mapping_the_two_Frameworks-v6.pdf

Monitoring, Evaluation and Review

The Principal will ensure that:

- The work of the Careers team 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 to ensure CEIAG is one of the priorities regularly discussed.

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

- Feedback from stakeholders through mechanisms such as, student and parent surveys (or similar);
- Feedback from external visitors to the school such as (but not limited to) 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.
- Completing The Careers and Enterprise Company Compass auditing tool once a term to track progress and highlight areas for development in alignment with the Gatsby Benchmarks.

The governors of Newent Community School and Sixth Form Centre will review this protocol every two years.

January 2022



The Gatsby Benchmarks

Appendix 1

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| 1. A stable careers programme | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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 students, parents, teachers and employers to access and understand it.• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. |
| 2. Learning from career and labour market information | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• By the age of 14, all students 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 | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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 student, and subsequent agreed decisions.• All students should have access to these records to support their career development.• Schools should collect and maintain accurate data for each student on their education, training or employment destinations. |
| 4. Linking curriculum learning to careers | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• By the age of 14, every student 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. |



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| 5.Encounters with employers and employees | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Every year, from the age of 11, students 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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have. |
| 7.Encounters with further and higher education | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • By the age of 16, every student 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 students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. • *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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. |



**DRAFT OUTLINE [POST COVID] CAREERS PROGRAMME
ACADEMIC YEAR 2021 / 2022**

APPENDIX 2

| Year | Autumn Term | Spring Term | Summer Term |
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| Year 7 | <ul style="list-style-type: none"> • Careers Week – Subject links to careers lessons and displays in Department areas • Introduction to Library and Career Resources (Unifrog) • PSHE/ Careers Programme | <ul style="list-style-type: none"> • Wearable Tech (Cyber)/ Another Employer event | |
| Year 8 | <ul style="list-style-type: none"> • Careers Week – Subject links to careers lessons and displays in Department areas • PSHE/ Careers Programme | <ul style="list-style-type: none"> • Dragons Den (Cyber)/ Another Employer event | |
| Year 9 | <ul style="list-style-type: none"> • Careers Week – Subject links to careers lessons and displays in Department areas • Options Process Parents' Evening/ Student Assembly / 1:1 Interviews with SLT • Independent Careers Guidance Interviews • PSHE/ Careers Programme | <ul style="list-style-type: none"> • Young Entrepreneurs (GFirstLep) | <ul style="list-style-type: none"> • Year 9 Residential Camp – Employer Skills (teamwork, leadership...)/ Another skills event • Subject Leaders to build in latest labour market information and career links into SOL |
| Year 10 | <ul style="list-style-type: none"> • Careers Week – Subject links to careers lessons and displays in Department areas • Introduction to Work Experience & targeted support • PSHE/ Careers Programme | <ul style="list-style-type: none"> • Independent Careers Advisor at Parents Evening • Speakers/ Alumni • Preparation for Work Experience Conference | <ul style="list-style-type: none"> • Work Experience One Week • Work Experience Evaluation • Subject Leaders to build in latest labour market information and career links into SOL |
| Year 11 | <ul style="list-style-type: none"> • Careers Week – Subject links to careers lessons and displays in Department areas • Unifrog CV/ Apply • Mock Interviews (GFirstLep) • PSHE/ Careers Programme • Speakers – Raising aspiration • Student Ambassadors visit from local establishments • Sixth Form Presentation • Apprenticeship workshop | <ul style="list-style-type: none"> • Local Gloucestershire Careers Fair • Post 16 Interviews – Sixth Form & SLT • Independence Careers Guidance Interviews | <ul style="list-style-type: none"> • 1:1 Meeting with Tutor to establish destination confirmation • Subject Leaders to build in latest labour market information and career links into SOL |
| Year 12 | <ul style="list-style-type: none"> • Careers Week – Subject links to careers lessons and displays in Department areas • Introduction to Work Shadowing • Year 12 Induction University Visit • Introduction to Library & Career Resources (Unifrog) • Tutor led PSHE programme | <ul style="list-style-type: none"> • Young Entrepreneurs Event (GFirstLep) – Not currently offered • Apprenticeships Awareness – Speaker • Student Ambassadors visit • Independent Careers Advisor at Parents Evening • Preparation for Work Shadowing Conference | <ul style="list-style-type: none"> • Work Shadowing One Week followed by Evaluation/Reflection and Next steps • Higher Education Event • Encouraged to attend x 2 Open Days • Subject Leaders to build in latest labour market information and career links into SOL |



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| Year 13 | <ul style="list-style-type: none">• Careers Week – Subject links to careers lessons and displays in Department areas• UCAS Application Process and other options session on Unifrog• Tutor 1:1 Next Steps Interviews• Independent Guidance Interviews (targeted NEET)• Tutor led PSHE programme | <ul style="list-style-type: none">• Speakers/Alumni – Raising aspiration | <ul style="list-style-type: none">• 1:1 Meeting with Tutor to establish destination confirmation• Subject Leaders to build in latest labour market information and career links into SOL |
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