



Red Moor School

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Document History

Version	Comments/Amendments	Name	Review Date
V1	Policy Created	Sam Stevenson	July 2020
V2	Amended to include new careers programme	Sam Stevenson	April 2021

Red Moor School Policy for the delivery & monitoring of CEIAG (Careers Education Information Advice & Guidance)

In accordance with the 2018 Department for Education Careers Strategy, Red Moor School functions to support each student (designated as SEMH) in their secondary education phase. It is the aim of Red Moor is to support every student so that they have the opportunity to attain an individualised post 16 pathway with the longer aim for all students to access a suitable career path. Red Moor School places great importance on supporting and guiding all students in planning their educational and career pathway. We want students to go as far as their talents will take them and to have a rewarding career. All staff at Red Moor School work collaboratively to advise and guide each student on to their desired career choice. Staff strive to educate, inform, advise and guide each student to understand the range of opportunities available to them in today's economy. They are supported in acquiring the necessary skillsets that will enable them to successfully start their career pathway. If it is not possible for them to acquire the skills and qualifications, they need to succeed in the workplaces of the future here at Red Moor then they are given accurate and up to date, impartial information for them to make the right choices for post 16 development. Using their educational achievements, they attain from Red Moor School as their foundation.

STUDENTS MAKING CHOICES

Every student is encouraged to discover courses that would best suit their needs.

1. Students are encouraged to talk with their parents/carers, teachers and Careers Advisers about the best option for THEM
2. Students are encouraged to do their research – use the websites and other sources of information to help make THEIR decision
3. This is the first time in their lives where they are making a huge decision, it's THEIR decision.
4. Aim high, we have every confidence in THEM. Challenge THEMSELVES and go for it!
5. This year is important; don't lose sight of their GCSE exams, the grades matter when it comes to their next step.

THINGS RED MOOR STAFF CONSIDER

Focus – what are your expectations, aspirations; do you have an idea of career choice support by Cornwall Council Educational Psychologist and therapy team?

Information – have you done your research, looked at labour market information, thought about training and qualifications, universities?

Realistic – are their thoughts realistic? Do you want to be a tomato picker, but they are colour blind? If you do not want to leave home what options are there locally for you or is the sky the limit?

Scope – how far can you go in their chosen career, are you aiming at the right pitch, have they thought about how far you can go in this field?

Tactics – moving forward, what next, what does the development of this idea look like?

Careers Education, Information, Advice and Guidance (CEIAG)

AIMS

We will inspire and engage our students in planning their own career path and increase their motivation to aim high using appropriate labour market information and online tools. We will engage with a number of employers and other organisations, including colleges and apprenticeship providers in a range of ways to give students real life experiences of the world of work. We will inspire students to achieve their maximum potential in order to give them the opportunities they aspire to both academically, personally and in relation to their future.

INTERNAL STRUCTURE & CURRICULUM

CEIAG is embedded into the PSHE curriculum for KS3 & KS4 and staff with responsibility for teaching PSHE liaise with the relevant staff and people (SLT, career advisers, parents/carers) with regards to career matters.

From Sept 2020, where possible, form tutors will take on the role of the PSHE teaching for their designated form group and the hours per week for the delivery of PSHE will be timetabled in as structured lessons. Potential career opportunities for students will be discussed during these lessons.

A planned progressive programme of activities supports our students throughout years 7 to 11. It provides guidance and gives students the confidence to choose pathways that suit their interests and abilities. The programme's aim is to raise aspirations and support students to achieve their full potential but importantly it is there to help students pursue relevant and realistic goals for education, training and work and sustain employability throughout their working lives.

All staff at Red Moor School contribute to the development of each student through a planned series of events delivered through the PHSE curriculum, enrichment programmes, visits, trips, assemblies and special events as well as within individual departments and through form time. All staff encourage the relevance of their subject specialism to a potential career pathway.

Our careers provision is influenced strongly by the Gatsby Benchmarks (a framework of 8 guidelines about what makes the best careers provision in schools) so that we as a school can offer the best, we can in Careers Education, Information, Advice and Guidance (CEIAG)

The eight Gatsby benchmarks of Good Career Guidance:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees

6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

To measure our progress towards achieving the Gatsby Benchmarks we utilise tools such as 'Compass' and obtain feedback from students, staff, parents, employers and Governors throughout the year.

Red Moor School encourages all students to learn to self-improve as learners and foster positive attitudes to lifelong learning as well as learn the skills of planning, review and reflection. For students to learn about a wide range of careers and the world of work. To investigate jobs and labour market information (LMI), particularly in the local area and to learn to value equality, diversity and inclusion within the British society, and establishing long lasting relationships with local employers.

EMPLOYER ENGAGEMENT IDEAS

Seminars/Assemblies – take part in Key Stage assemblies where Apprenticeship partnership experts are invited in from The Education People & key personnel from local colleges are invited in to talk about post 16 choices.

PARTNERS

All local colleges and post 16 providers, including apprenticeship providers, are invited in to speak to year 10 & 11 as a whole in Key Stage Assemblies. These organisations are also invited in for academic review days and events to speak to parents/carers. If these partners cannot come to Red Moor School, visits are coordinated with year 10 & year 11 students who express a genuine interest in investigating the colleges for potential career path options.

Seal of Approval offer bespoke Work Experience placements for each student and 1 to 1 work experience guidance and feedback.

The Education People also offer 1to1 bespoke meetings to discuss the option of apprenticeships with year 10 and year 11 students.

Year 6 (before students get to Red Moor School) Transition into year 7. Red Moor School visit future year 7 students at their own primary schools and at home in an informal manner to get to know the students on an individual basis. Transition days (and half days) at Red Moor School in the summer term of their year 6 education are arranged. Students are supported during their move to Red Moor School with advice on coping with the change, getting to know the new environment, students, teachers and support staff and classes. Lots of information is given on where to go and who to ask for help and support.

Raising Aspirations for FE & Enterprise. Access to inspiring individuals and organisations in school and at universities.

Year 7 Continued raising Aspirations for FE & Enterprise. Access to inspiring individuals and organisations in school and at universities. Aspiration, British Immigration (work), The Importance of Sleep (for work), Friends, Healthy Living, Racism in the workplace, Needs & Wants.

Year 8 British values – tolerance – racism, xenophobia and extreme nationalism in the workplace and careers. Communication and Teamwork Skills, Self- Awareness, Enterprise and entrepreneurship, Goal and Target Setting, Internet Safety, LGBT in the workplace, Safety, Discrimination, Stereotypes.

Year 9 Alcohol, Drugs Awareness and Law in the workplace. Money, Gambling, Savings and Loans, Social Media Pitfalls, Internet Safety, Stress in the workplace.

Year 10 World of Work, Enterprise & Further Employer Engagement. Work with other organisations including Young Peoples Support Services, Post 16 providers including sector specific options, all available colleges, apprenticeship providers and sixth form offer. Careers Advice, Guidance & Development. Further use of LMI to inform decisions.

INDEPENDENT RESEARCH

All year 10 and 11 students are actively encouraged to research labour market information and look in depth at local provision and to share this information with parents/carers at home. Challenge stereotypical careers and manage risks within the workplace. Preparation for Employment. Students will learn how to write an effective CV and develop the skills required for a successful interview. All year 10 & 11 students are given the opportunity to attend local Jobs/Skills Fairs every year. Employer and FE College liaisons visits take place for KS4 & for KS3 Assemblies.

Part of the year 10 PHSE curriculum is focussed on Work Experience Week. Students participate in a weeklong bespoke Work Experience. Seal of Approval meet the students on a 1 to 1 basis in the first term to discuss their individual expectations for their week of work experience in the April/May of their year 10. Seal of approval return in the 3rd term to meet 1 to 1 again with each student do go through the placements that have been found or to discuss any adjustments that need to be made. Students are issued with a Work Experience diary that plays an important role in their personal reflection of their time in their individual and bespoke Work Experience placements. Theses diaries form part of the PHSE curriculum in year 10.

Once placements are agreed, the students are supported in visiting the placements to orientate themselves with the placement layout, the employees there, and transport issues for their forthcoming work experience. All students are supported to ease any potential anxieties that may arise, but the idea is that each student will develop themselves through this experience to develop an understanding of careers, employability and enterprise education. To develop self-awareness and learn to appraise personal qualities and skills, roles and responsibilities, values and attitudes, needs and interests, and aptitudes which will enable them to better understand themselves, relate to others and make informed choices. It is hoped the work experience will help students foster a psychology of self-determination and develop personal autonomy and self-efficacy and personal agency, essential to realise aspirations and manage careers.

We have found that this gain the skills and experience that will enable them to gain jobs and sustain themselves in employment.

Students in the past have had the opportunity to find out more about a career they may already be interested in as well as discover careers they don't know exist. They gain an understanding of the skills and knowledge needed for each role and learn more about qualifications and routes to achieve their dream job.

All year 10 students are encouraged to join in with local college visits and open days with staff. Some students ahead of year 11. At the end of year 10 all students are made aware of the First Media (formerly UCAS) system and are guided through the process to apply for post 16 courses via UCAS, ready for year 11.

Year 11 Red Moor School will strive to organise an individual, impartial careers guidance interviews by an external Careers Adviser, trained to level 6, review and reflect on choices, experiences and activities. 1 to 1 support with FE applications, sixth form & post 16 interviews, what direction am I going in?

GUIDANCE

All year 11 receive guidance from a qualified consultant from Careers South West.

External, independent and impartial careers services are invited to attend Red Moor School (to attend AR days where appropriate and invited into school assemblies to give talks & offer guidance)

Year 11s have their last Annual Review in October of their final academic year and as part of their EHCP decision making the important steps to go through for the preparation for post 16 progression are discussed. During year 11 a tailored made careers education programme helps students to make important decisions for the next stage of their education. Assemblies with visitors from workplaces and colleges and from KCC backed apprenticeship schemes give talks and provide all the information needed to explore all options including sixth forms, colleges, training and apprenticeships. Impartial support is given to students in making their applications by subject teachers and tutors and students have access to 1:1 impartial career advice and support with the school careers lead.

Students apply to further education electronically using First Media (formerly UCAS) and by March students should have firm choices in place. Parents/carers are encouraged to take an active role in supporting the students with their interviews. Offers are made according to interview performance and GCSE predicted grades.

Visits to colleges and taster days (where appropriate) are arranged to ease the transition from Red Moor to FE places.

Activities include visits to colleges, careers fairs, the UCAS higher education fair, taster days, subject related events, careers workshops, career specific talks and special events as well as resources to use within PHSE lessons. The careers lead, form tutors and support staff are on hand to provide help and support for those wanting to pursue an apprenticeship. Students interested in an apprenticeship should set up an account on these sites:

Advice for parents

As they make choices and plans, young people need support from the people who know them best; their families. However, this can be a challenging process for parents.

Red Moor School is always on hand to help you guide your child with timely careers information events and parents' evenings.

Measuring Impact

As an SEMH school we use Compass – the careers benchmark tool as outlined in the Gatsby benchmarks to assess and improve our current CEIAG provision. Our progress against the Gatsby benchmarks will be reviewed regularly throughout the academic year to help us meet all the 8 benchmarks by the end of 2020.

We will monitor the impact of our action plan and the CEIAG we deliver mainly through feedback from students and staff. All activities will be reviewed to ensure all goals and aims are met.

The review of our CEIAG provision and strategy takes place annually and will be reviewed again in July 2021. Our careers consultant from Careers South West, also conducts a termly internal review of our CEIAG throughout the academic year.

oversee the allocation of Work Experience in the of Y10 students throughout the academic year.

Useful Links: -

Apprentices

<https://amazingapprenticeships.com/>

At the Year 11 parents evening, colleges and apprenticeship advisors will be present to offer advice and guidance on applying to courses and apprenticeships after GCSEs

Apprenticeships and training

Many students take an interest in varying levels of higher or degree level apprenticeships which lead to very successful careers. Talks and events detailing these apprenticeships and routes into apprenticeships are provided by the careers lead and by local employers and apprenticeship advisors with whom we have strong connections. Apprentices from employers are available to provide information and guidance to those interested.

Students interested in an apprenticeship should set up an account on these sites:

Careers Advice for Parents is a site with lots of information on educational and career pathways.

The logo for UCAS, consisting of the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle pointing upwards.

If your child is considering university then this guide will help: “Parent Guide 2018. Everything you need to support your child with their higher education choices”

Useful Links

Careers

There is a dedicated section on the website for 13 – 19-year olds designed to help with option choices and to consider various pathways.



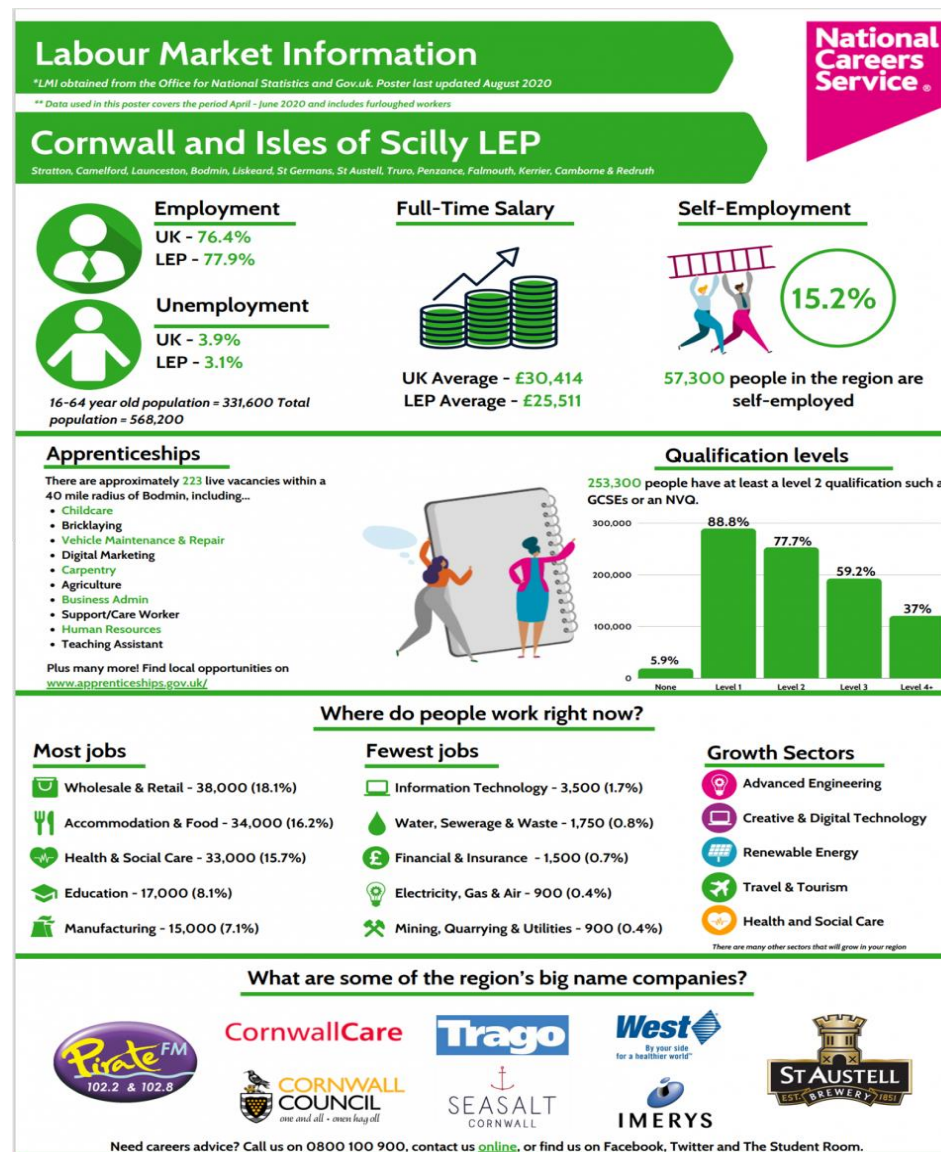
Contains videos which explores different types of careers as well as interviews with students discussing their option choices.



Labour market information (LMI)

Good quality Labour Market Information (LMI) can help a young person make career decisions and plan their future. In a rapidly changing local, UK and global jobs market young people can no longer solely rely upon the experiences and advice of their family and friends.

Labour Market Information in relation to careers generally includes information on general employment trends, data on what jobs exist, how many and in which sectors and job types, information on the demand for skill, the supply and where current and future skills gaps and shortages might exist and what job progression opportunities are available. The following diagram shows the latest LMI for Cornwall and the Isles of Scilly:



At Red Moor school we regularly update parents, carers and students with the latest LMI by sending out the latest LMI for Cornwall and the Isles of Scilly as well as a monthly 'Hot Job' linked to Career Pilot. Other sources for information include:

Cornwall

Data packs by district: <http://www.kelsi.org.uk/skills-and-employability/14-to-19-25-curriculum-pathways/district-data-packs>

United Kingdom

Region reports: <http://www.economicmodelling.co.uk/lep-region-reports/>

UK:

www.wheretheworkis.org

<https://www.nomisweb.co.uk/>

Sector forecasts: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors>

National Careers Service regional information LMI q3 2018

EU and Globe

Trends: <http://www.ilo.org/global/research/global-reports/weso/2015/lang--en/index.htm>

Reports:

<http://www.oecd.org/employment>

Pay and Conditions by job

Gain a basic understanding of the pay and conditions in different jobs using the Careerometer Widget. Simply type in the job you are interested in and find out about pay and projected workforce changes.

Programme at Red Moor School

This programme is our careers strategy and is implemented weekly in every class in the school.

In addition, we offer our pupils as many opportunities for career related activities as we can. Examples are: enterprise (farming, skate park, car mechanics, public services, stables, cycle maintenance, community café, radio station, hairdresser/beauty salon (Chaos group). We visit external agencies that can support our careers programme.

The Careers programme is targeted to students from years 7-11 and delivers against the 8 Gatsby benchmarks. This is outlined below.

Our Careers Leader is: Sam Stevenson

If you have any questions please email our Careers Leader: s.stevenson@redmoorschool.co.uk

Year 7			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 7 – 7.3 Student’s able to celebrate success, identifying goals, employment, learning from mistakes.	During PSHE lessons	Class Teachers	1, 2, 3, 4
Career pilot - Introduction to Careerpilot programme		Class Teachers/SST	

Year 8			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
<p>Jigsaw PSHE – Dreams and Goals – Step 8 – 8.7 - What are the student’s Long-term goals?</p> <p>Step 8 – 8.8 - Students to describe skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income.</p>	<p>During PSHE lessons</p>	<p>Class Teachers</p>	<p>1, 2, 3, 4</p>
<p>Careerpilot – students complete skills profile Quiz and use results to explore relevant jobs.</p>	<p>During PSHE lessons/Tutor time</p>	<p>Class Teachers/SST</p>	

Year 9			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 9 - 9.6 - Student to present their personal strengths and health goals. 9.7 - What are the links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	During PSHE lessons	Class Teachers	1, 2, 3, 4
Career pilot – Students to complete a Pre-16 skills map to find out what skills they have already and what they may need to develop. Look at choices at 13/14 and beyond via the ‘Explore your Options’ section.	During PSHE lessons/Tutor time/Careers meetings (CSW)	Class Teachers/SST/BRI (CSW)	
Options sessions – Options chosen by students in discussion with key adults and parents/ carers. Gaining student’s initial views on what they might want to do Post 16. Using Career pilot programme to do so.	During Annual Reviews/Options evenings	ABR (Senco)/SST/Class Teachers/BRI (CSW)	
CSW session - Information about CSW shared with student and parents/carers.	Letter sent to parents and carers	SST/BRI (CSW)	
EHCP review - Year 9 EHCP review held with student and parent/carers – outcomes written for transition planning and moving to adulthood section starts to be completed.	During Annual reviews	ABR (SENco)/Class Teacher	
Student passport review – Passports updated with views from student and parents/carers regarding work experience and college options for year 10. Action setting – does the student require a functional skills/life skills programme for year 10/year 11?	During Passport review	ABR/CED (Senco)/Class Teacher	

Year 10			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 10 - 10.7 – Describe the impact of physical health in reaching goals, relationships and reaching goals. 10.8 - Understand how work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals.	During PSHE lessons	Class teachers	1, 2, 3, 4, 5, 7
Jigsaw PSHE - Healthy me – Step 10 - 10.13 - Student understands the positive impact of volunteering. 10.20 - Student to understand the importance of decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.	During PSHE lessons	Class Teachers	
CSW session – Introduction to CSW careers adviser and information on the student’s needs provided.	During Careers meetings (CSW)	Class Teachers/SST/BRI (CSW)	
Career pilot – Students to complete the Pre-16 Skills Map or add to your Skills bank. Look at qualifications and ‘tag’ the qualifications you would hope to get. Explore choices further at 16 and beyond.	During PSHE lessons/Tutor time/Careers meetings (CSW)	SST/Class Teachers/BRI (CSW)	
Work experience – organised and completed.	During Autumn or Spring term	SST/Class Teachers/BRI (CSW)/Parents and carers	
Part-time college placement secured (if required for Year 10/11)	During Autumn or Spring term	SST/Class Teachers/BRI(CSW)/ABR and CED (SEnco)	
EHCP review – Year 10 EHCP review held with student and parent/carers; preparing for adulthood.	During EHCP review	SST/Class Teachers/BRI(CSW)/ABR and CED (SEnco)/Parents and carers	

Questionnaire session – Priorities questionnaire complete by student to gain their views on transition planning.	During Tutor time/Careers meetings	SST/Class teachers/BRI (CSW)	
Family Support worker session - Referral made to Family Support worker (If required).	During family support worker sessions	SST/BRI (CSW)/Family support workers	
Termly Transition Co-ordination meeting	During Transition coordination meetings (Autumn/Spring term)	SST/BRI (CSW)/ABR and CED (SENco) Future provider/Parents and carers	
PATH session – Does this student require a person-centred planning approach (PATH). If yes, referrals to EPs via IMAP for Person Centred Planning (PATH approach)	During PATH sessions (Autumn/Spring term)	SST/BRI (CSW)/ABR and CED (SENco)/Therapy team	

Year 11			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Being me and my World – 11.1, 11.2, Dreams and Goals, 11.3, 11.4, 11.5. Healthy me – 11.6, 11.7.	During PSHE lessons	Class Teachers	1, 2, 3, 4, 5, 6, 7, 8.
CSW session – Further contact with CSW to consider preferences for Post 16.	During Careers meeting (Autumn term)	SST/BRI (CSW)	
Career pilot – Students to use the ‘Explore your options’ section to: Find a provider to see which ones are near you and what they offer, add any of interest to your Careerpilot profile. Add action points to ‘Plan your next steps’.	During PSHE lessons/Tutor time/Careers meetings (CSW)	Class Teachers/SST/BRI (CSW)	
Preference form session – student support with completing preference form. Placement preferences to be secured in Autumn Term for Post 16 placement.	During Tutor time/Careers Meetings (CSW)	Class Teachers/BRI (CSW)	
Transition events for college – clarify what support the family requires for this.	During Careers Meetings (CSW) and conversations with parents/carers	Class Teachers/BRI (CSW)/SST	
College placement/Further work experience.	During Autumn/Spring term	SST/Class teachers/BRI (CSW)	
EHCP review – Year 11 EHCP review held. Requirement now for placement to be named on EHCP plan by end of March.	During EHCP review	SST/Class Teachers/BRI(CSW)/ABR and CED (SEnco)/Parents and carers	
Interview support – students supported to attend interviews.	During Spring/Summer term	SST/Class teachers/Parents and carers	

New placement visits – supported by school.	During Summer term	Class teachers/Other School staff	
Transition planning meeting held – involving CSW adviser, School, parents/carers and new setting.	Transition planning meeting (Summer term)	SST/Class teachers/Parents and carers/BRI (CSW)/New providers	
Bursary forms session – bursary forms to be completed with support from school (if required).	Tutor time/Careers meetings	SST/BRI (CSW)	

Whole School Careers and Events programme			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Big Question debates and discussions (All Years)	Weekly – Friday morning	MGA – Head of Faculty – Humanities.	1, 2, 3, 4, 5, 6, 7, 8.
Termly guest speakers (All Years)	Throughout the year	SST	
Subject/Extracurricular trips (All Years)	Throughout the year	All staff	
Subject promotion of careers and life beyond the subject (All Years)	Throughout the year	Head of Faculties	
National Careers Week	1 st – 6 th March	SST	
Make £5 grow – Virgin money challenge	All year	SST/RBA	

National Careers Week – All resources found here: \\dionysus\Education\Red Moor School\Staff\Careers\National Careers Week 1st - 6th March

Key – explaining the Gatsby benchmarks

<u>Benchmark</u>	<u>Description</u>
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 pupils, parents and carers, teachers and employers.
2. Learning from Labour Market Information (LMI)	Every pupil, and their parents and carers, 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 the best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s career programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and skills valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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 and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career’s adviser, who could be internal or external. These should be available whenever significant study or career choices are being made.



