



At The Henry Beaufort School, there are no limitations to success.

Careers, Education, Information, Advice and Guidance (CEIAG) Policy

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| Policy Written by: | Holly Briggs | Updated: January 2024 |
| Consultation by: | SLT/HoY | January 2024 |
| Reviewed and Recommended by: | Curriculum Committee | January 2024 |
| Approved by: | Governing Body | January 2024 |
| To be Reviewed | Annually | January 2025 |

1. Our Vision

At The Henry Beaufort School there are no limitations to success; it is therefore our aim to provide an inclusive, effective and consistent careers strategy which raises our students' aspirations throughout the entirety of their school career.

We believe that students should be appropriately prepared for the choices that they make during their education and the choices they make in the future. Students should have an understanding how their education will prepare them for the world of work and should feel confident when making choices about their education and future career pathways. Alongside this The Henry Beaufort School is committed to ensuring that students have a clear understanding of how to achieve their goal.

2. Rationale

Careers will be integrated into the student's experience of the whole curriculum and therefore explicit in each subject's 5 year Curriculum Intent Map. We will work in partnership with stakeholders such as businesses, educational institutes, teachers, students and parents.

Our careers programme is in line with the National Careers Strategy (December 2017) and Careers Guidance and Access for Education and Training Providers statutory guidance (January 2023).

This policy and full careers programme has been developed in conjunction with the DfE Careers Guidance and Access for Education and Training Providers (January 2023). It is guided by the Gatsby Benchmarks (see Appendix 1) to ensure best practice and to conform to statutory requirements. Both the policy and the careers programme are published on the school website, reviewed annually and available to all stakeholders.

3. Our Commitment

- To ensure equality, diversity and inclusion is central throughout the school's careers provision, breaking down gender stereotypes and raising aspirations for all students.
- To recognise the importance of providing young people with real-life contacts and experiences from the world of work.
- To ensure students are given independent and impartial careers guidance that includes information on the range of education and training options, including apprenticeships and vocational pathways.
- To work in close conjunction with stakeholders including, EBP South and other providers to assist with raising aspirations.
- To ensure regular and up to date careers and further education information is provided to support both parents and students.
- To facilitate students support and information, advice, and guidance to set personal objectives and goals in relation to their future choices.
- To help student's development of employability and key skills so they can succeed in the world of work as well as developing a thirst for lifelong learning.

4. Management and Review

Assistant Headteacher: Pastoral will oversee the vision, working closely with Academic Leaders/Heads of Department and Heads of Year, parents, and external providers to ensure the above objectives are met.

The review of the strategy and policy will be conducted annually with the Senior Leadership Team and approved by Governors.

5. Student Entitlement

All students 11- 16 at The Henry Beaufort School are entitled to receive unbiased information, advice and guidance through the schools' careers programme and careers advisor. The following is a summary of the CEIAG programme:

Year 7

- An introduction to the schools Careers, Education, Information, Advice and Guidance (CEIAG programme)
- Develop learning skills for life and future plans through Personal Development Days (PD) Days (Appendix 2), Cultural Capital (CC) Days (Appendix 3) and the tutor and assembly programme
- Develop a knowledge of careers related to specific subjects
- Attend a Business Speed Networking Enterprise led by EBP.

Year 8

- Specific focus on careers and future planning given in one or more of the PD Day schedules
- Attend Option Assembly to consider the subjects available to study in Year 9 and beyond
- Participate in Taster sessions for GCSE and Cambridge National subjects
- Detailed information to be given to parents and students regarding the specific content of GCSE and Cambridge National option courses.
- Make an informed decision on their future plans

Year 9

- Parents and Students will get the opportunity to attend the School Careers/Further Education Fair to give them the opportunity to explore a range of different job roles with emphasis on local businesses and speak with local college/sixth forms/universities.
- Engage in PD and CC Day content to help make informed decision on future plans and life skills like money matters
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.
- A targeted group of students will receive independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/T-Levels/A-levels routes.
- Start Option courses
- Students will attend a Further Education Fair held by the school.

Year 10

- Students given information, advice and guidance on how to apply for work placements as well as interview practice through PD Day schedule and Tutor time programme.
- All students given the opportunity to attend a weeklong work experience.
- All students will visit Colleges and attend Taster days which gives them the opportunity to experience 'a day in the life of a college student'.
- Students will get the opportunity to attend the Further Education Fair to give them the opportunity to explore a range of different college/sixth forms/universities.
- Engage in PD and CC Day content to help make informed decisions on future plans and life skills like workplace behaviours
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.
- A targeted group of students will receive independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/T-Levels/A-levels routes.
- Students will be given the opportunity to go through an application process and possible interview by applying for a Student Leader position at the school

Year 11

- Students will visit Colleges and attend open events which gives them the opportunity to experience what life will be like at a further education institute. Information on these will be provided regularly by the school.
- Students given IAG on how to apply for Further Education/Apprentices through tutors/Head of Year and careers advisor.
- Students will get the opportunity to attend the Further Education Fair to give them the opportunity to explore a range of different college/sixth forms/universities.
- Engage in PD and CC Day content to help make informed decision on future plans and life skills such as personal statements.
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.

- All students will have received independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/T-Levels/A-levels routes.
- Students given the opportunity to sign up for the National Citizenship Service (NCS).

More information can be found on the CEIAG Pathway (Appendix 4)

6. Implementation

The implementation will be achieved through a whole school approach, according to the activity and year group. All staff have a responsibility to involve careers within their teaching and to work towards raising the aspirations of students. They will receive training in the form of Continuing Professional Development (CPD) linked to careers in the curriculum. The Senior Teacher will work closely with external providers such as Further and Higher Education Providers, Businesses and EBP South. In addition, students will receive CEIAG through a range of different mediums including assemblies, tutor time, one to one and group career appointments, PD Days (Appendix 2), CC Days (Appendix 3) and Further and Higher Education Taster days.

The impact of the learning will be measured through student and staff evaluation such as surveys and student voice.

7. Staff Development

Staff training needs are identified in conjunction with the Senior Leader responsible for CPD and training, and with a continual awareness of local and national careers agendas. The school will endeavour to meet training needs within a reasonable period of time.

8. Partnerships/Service Level Agreements

The Henry Beaufort School has a range of partnerships with local and national businesses who work with the Pastoral Team and Academic Leaders/Heads of Department to develop curriculum content, deliver assemblies, and facilitate workshops.

The Henry Beaufort School currently uses the service of EBP South to provide impartial advice to our students through a Careers Advisor. They also provide resources and deliver content through PD Days. This contract is renewed annually subject to agreement at Senior Leader level.

9. Engaging the Parents/Carers

Parents are encouraged to get involved in the progress and career awareness development of their children through:

- Yearly Information Evenings aimed at key decisions points e.g., GCSE Options, Post-16 Options.
- Access to school website with supporting information and resources
- Yearly Progress Evening evenings
- Access to the schools Careers Advisor via email or through booking an appointment.
- Policy, Programmes and Resources on the school website.

10. Equal Opportunities

This policy should be read in conjunction with the following school policies:

- Single Equality Policy

All information, advice and guidance will be provided impartially to students and will be provided free of bias. The schools CEIAG Pathway is designed to raise aspirations of all students through the various activities delivered.

Students with Special Educational Needs, those considered at risk and/or potentially not in Education, Employment or Training (NEET) will also have access to external information, advice and Guidance. Heads of Years/tutors are also encouraged to refer individual students to the schools' careers advisor if they feel this necessary.

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| <p>1. A stable careers programme</p> | <p>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.</p> | <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 pupils, 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. | <ul style="list-style-type: none"> • The Henry Beaufort School has a CEIAG Pathway and Policy led by the Assistant Headteacher: Pastoral • These are both published on the website and created in consultation with all stakeholders. • Both are reviewed each year by all stakeholders and quality assured through SLT meetings and governors. • Feedback given via Student Voice, staff surveys and parent questionnaires following progress evenings. |
| <p>2. Learning from career and labour market information</p> | <p>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.</p> | <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. | <ul style="list-style-type: none"> • Students given guidance on the labour market information (LMI) through careers advisor, subjects and PD Days. • Each subject has specific LMI within their team area displayed for all. • Ensuring regular contact is kept up with local FE Colleges • Students and parents kept informed via tutor time, website, and careers newsletter. • Students access LMI through individual Careers Appointment |

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| 3.Addressing the needs of each student | <p>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.</p> | <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 pupil on their education, training or employment destinations for at least three years after they leave the school. | <ul style="list-style-type: none"> • Students receive a wide range of assemblies/workshops/visiting speakers from charities/workplaces and institutions to raise their aspirations, challenge any stereotypical thinking, help them reflect and evaluate and become more self-aware. • Students receive an individual document following any careers appointment which is given as a paper copy and stored centrally to ensure it can be accessed again if needed. • Destination forms are collected in conjunction with HCC and data from this is supplied to the school each year. |
| 4.Linking curriculum learning to careers | <p>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.</p> | <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. | <ul style="list-style-type: none"> • The school has a range of STEM subjects and vocational courses that students can choose in Year 8 to study. • Each subject has specific LMI within their team area displayed for all. • The CEIAG Pathway is published on posters and displayed in every classroom linking the curriculum to careers throughout. • National Careers Week, held in March, will see all subjects link their curriculum to various career opportunities • Subjects to make specific reference to LMI in their curriculum intent document |

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| 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. | <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. <p>*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.</p> | <ul style="list-style-type: none"> • Each Year Group has a guest speaker within the PD Day schedule to raise aspirations and give information about their own career pathway. • EBP run workshops to teach students about life skills and the world of work such as mock interviews and Business Speed Networking. • Year 10 students attend work experience. Guidance is given within a log book on how students can engage with their mentor in a conversation about how to be successful in that workplace. • During Year 11 students have interview preparation with local businesses. |
| 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. | <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. | <ul style="list-style-type: none"> • In Year 10 students are supported to gain a work experience placement. • A Virtual Work Experience provision is also been created as an alternative. |
| 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. | <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 | <ul style="list-style-type: none"> • All Year 10 students are actively encouraged to sign up for the Local College's Taster event in Summer 2. • During CC day 1 all Year 10 students visit a Local University. • During PD Day, all Year 9,10 and 11 students are invited to the Further Education Fair. • All local Open Events are published to students and Parents regularly |

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| | | <p>university should have had at least two visits to universities to meet staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> | via email and/or the school website. |
| 8. Personal guidance | <p>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.</p> | <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. | <ul style="list-style-type: none"> • Every Student has a one-to-one interview with an impartial careers advisor by the age of 16. • A further group interview is offered for students seeking advice on specific courses or pathways. • HOY/Tutors can refer Year 9-11 students to the career advisor if they feel this is necessary. • The Individual Careers Appointments invite extends to parents where applicable |

Personal Development Appendix 2

Personal Development Curriculum:

Our Personal Development Programme is designed to equip students with information to support them through the challenges of their formative years: the programme looks to educate and nurture students, enabling them to make informed choices in their lives so that they can keep themselves healthy, safe and happy. The programme encourages all students to be open-minded citizens and to prepare themselves for life in modern Britain. It is essential that our students know how to manage their academic, personal and social lives in a positive way - the programme works in a structured and developed way to enable this.

Personal Development Days 2023-24 (writing in red = year group assembly/outside speaker opportunities)

| Year group | PD 1 – Tuesday 26 th September | PD 2 – Friday 20 th October | PD 3 – Monday 8 th January | PD 4 – Tuesday 19 th March | PD 5 – Wednesday 3 rd July |
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| Year 7 | Morals and Ethics – <i>character values</i> Active Bystander Presentation ★ | ★ Team Building and New Challenges. Army Workshop | Healthy Lifestyles – <i>diet, physical activity and puberty</i> ★ | Your Future – Personal safety EBP Business Networking 4x1hr P2 -5 | Democracy and the Government |
| Year 8 | Drugs Education – <i>Smoking, Vaping, Alcohol, the law, and peer pressure</i> ★ Active Bystander Presentation | Human Rights – <i>stereotyping, discrimination, and respectful behaviours.</i> OPTIONS fayre 4 and 5 assembly Straw Poll 1 ★ | Think future – Taster sessions. X3 OPTIONS assembly Straw Poll 2 P5 | ★ Online safety – <i>antibullying, gaming, grooming, peer pressure (including body image and self-esteem)</i> | Government – <i>local, national and international</i> |
| Year 9 | Choices and consequences of risky behaviours Winchester Prison Talk Further Education Fair ★ | Global Citizens – <i>relationships with EU, tackling disability discrimination and Prevent</i> ★ | <i>Understanding Careers - goal setting, pathways, careers inspiration</i> | RSE – <i>relationships, LGBTQ, FGM and laws, contraception and STIs.</i> ★ | Money Matters – <i>saving, budgeting, borrowing and debt.</i> |

Personal Development Appendix 2

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| Year 10 | <p>Work Experience – <i>introduction to process, skills, and qualities</i></p> <p>Further Education Fair</p> <p>RE – Wealth, Poverty and Exploitation of the poor.</p> | <p>Influence of Role Models related to managing change.</p> <p>Presentation – careers at the bar ★</p> <p>RE- Fighting for Human Rights.</p> | <p>Crime and Punishment, tackling Racism and Discrimination</p> <p>RE- Stephen Lawrence Racism ★</p> | <p>Drugs Education – Daniel Spargo Mabb's Foundation ★</p> | Enrichment Trip |
| Year 11 | <p>Future Pathways – <i>Personal Statements</i></p> <p>Further Education Fair</p> <p>RE- Punishments, are they necessary?</p> | <p>Becoming an adult</p> <p>*RE- Sanctity of Life</p> <p>EPB Interview ready 3x1hr</p> | <p>★ Emotional Health and Wellbeing - Religious Attitudes to roles and relationships.</p> | <p>Risky Behaviours ★</p> | |

Differentiation for Personal Development

- Seating plan
- Targeted questioning
- Group/paired tasks
- Resources (includes subtitles)
- Through explanations
- Where necessary, differentiated worksheets
- Think – Pair – Share

Key to core themes of Personal Development:

★ The star symbol represents topics within the core themes that explicitly content within relationships and sex education.

Health and wellbeing

Living in the wider world

Relationships

Citizenship

Careers

Please note that our students continue to learn about Personal Development through our tutor and assembly programme.

Year 10 students are taught RSE in a timetabled lesson, once per fortnight.

Cultural Capital Days – 2023/2024

- ◇ Rationale: To ensure our students have a broad and balanced curriculum, with all future pathways kept open, we offer three Cultural Capital Days per academic year. Through Year 7-9 students have 10-hour exposure to option-based subjects. The content is developed with elements of the National Curriculum and designed to be ambitious for all. Through Year 10-11 students are taught life skills, experience life as a university student, understand the impact of core subjects in society and improve their memory retention; all of which broadens our students' horizons and provides skills for their future.

| Date | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Wednesday 8 th November 2023 | <u>Language Day</u> <u>*Paired with HIU</u> Year 7 Languages Day – students will learn about the importance of languages, learn a new language in a taster session and know about how language and culture intertwine. | <u>Expressive Arts</u> Year 8 students will develop their understanding of Expressive Arts outside of the classroom by attending a trip to Southampton, visiting two museums. | <u>Humanities</u> Year 9 students will continue to develop their understanding of Hums outside of the classroom by attending a trip to Portsmouth moving between Gunwharf Quays (Geography), the Historic Dockyard (History) and St George's Church (RE) | <u>University of Winchester Taster Day</u> Students will spend the day focusing on 'life as a university student'. They will be exposed to lectures, speaking to students and having a tour of the university campus. | <u>MOCK EXAMS</u> |
| Thursday 1 st February 2024 | <u>Expressive Arts</u> Year 7 students will develop their understanding of Expressive Arts by the exposure of theatre productions, musicians, and skills that be used in everyday life. | <u>Languages</u> <u>*Paired with HIU</u> Apprentice Task – students will undertake a task in which they will design a marketing campaign for a new cruise line. | <u>Design and Technology</u> Students find out how biscuits are made on an industrial scale, and then design their own to fit a design brief and make their own biscuits. Students also design and test bridges and make their own outfits by upcycling. | <u>First Aid Course</u> Students will learn basic skills of first aid including primary survey, recovery position, CPR, dealing with shock; whilst applying to real life scenarios. | <u>Memory Retention</u> Across the 3 core subjects, students will participate in activities to support memory retention. These will provide skills that students can apply for years beyond the classroom |

Personal Development - Cultural Capital Appendix 3

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| Friday 21 st June 2024 | <p><u>Maths & Design and Technology</u> <u>LegoLand</u> <u>STEM</u></p> <p>Students investigate the history of Lego, design their own Lego mini figures and take part in STEM workshop.</p> | <p><u>Humanities</u></p> <p>Year 8 students will develop their understanding of Hums outside of the classroom through School Fieldwork (Geography), Second World War Drama (History) and attend a Holocaust Survivor discussion (RE)</p> | <p>PE – HB Festival of Sport</p> <p>Interhouse sports tournament. Students will learn about sporting values and participate in different sports tournaments against other year 9 houses.</p> | <p>Language in Law</p> <p>Students will take on the role of barristers, crafting opening and closing statements for a real life case.</p> <p>Budgeting for the future</p> <p>Exploring minimum wage, payslips, national insurance, tax, government spending, household costs, insurance, needs and wants, lifestyle choices, budgeting, unexpected costs, and savings.</p> <p>Bad Science</p> <p>Exploration of 'Bad Science' exploration of scientific process and the difficulties of interpreting science in the news and media around us to develop students as Scientifically literate citizens.</p> | |
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Cultural Capital Days continue to expose our students to a wide range of cultural influences. Students learn about our own heritage and others, understand different faiths and cultural diversity, take part in artistic, musical, sporting, and cultural opportunities.

Our students will continue to be exposed to Cultural Capital throughout their timetabled lessons and as part of our extra-curricular provision.

The Henry Beaufort School Careers Education, Information, Advice and Guidance (CEIAG) Journey

