



**The Westminster
School**

Safe, Happy and Learning Together

www.thewestminsterschool.co.uk

2022/2023

CIEAG Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	12/01/2023
Signed by Chair of Governors:	P. A. Evans
Head Teacher:	O M Flowers
Lead Personnel:	B Taylor
Date of Review:	12/01/2024

1 - Rationale

The Westminster School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-14.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that careers education information and guidance permeates the whole school and is of the highest possible quality.

The Westminster School has been recognised for its excellent work within careers and in 2016, the school achieved the National Award for Careers Education, Information and Guidance, from Prospects. This award recognised the high quality of provision of careers education information and guidance at the school, the school will be working towards renewing this award from 2020 onwards. The school also came 2nd nationally in 2019 in the Career Enterprise Company SEND Careers Award which also recognised the high quality of provision.

The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes.

2 - Context

From September 2022 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 7-13 or up to 25 for students with an EHCP have access to independent, accurate and impartial information, advice and guidance. Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options,
- promote the best interests of the pupils to whom it is given

At The Westminster School, every student from Year 7 will have the opportunity for a yearly guidance interview with a registered career adviser.

The Careers Adviser will work in an impartial manner and will provide information and guidance in the best interest of the student and will provide a written plan.

Access to a careers guidance interview can be by self-referral, parental referral, staff referral otherwise it will be conducted during the school year at key points appropriate for the student.

The Westminster School have an internal qualified Level 6 Careers Adviser and a working arrangement with Connexions Sandwell.

The DfE in September 2022 [Careers statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) also updated its statutory careers guidance for schools. Governing Boards need to ensure that the school has published a careers programme and clear advice and guidance which meets the school's needs. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out. The careers strategy can be read online at

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The statutory guidance for school is available at

3 – Monitoring Evaluation and Review

The effectiveness of this policy will be measured in a variety of ways: The policy is developed and reviewed annually through discussions with the Strategic Careers Lead, Careers Leader, all staff, the Careers Advisor, pupils, parents, governors and other external partners and will take into account evaluation of school destinations, COMPASS scores and feedback. It is based on current good practice from OFSTED, the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements

4 - Baker Clause

Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 13 about approved technical qualifications and apprenticeships from 2 January 2018. The DfE has issued 2 guidance documents: Technical Education and Apprenticeships: Raising Awareness in Schools and Example Policy Statement on Provider Access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act. The Westminster School has a policy on Provider Access which is available on the School's website.

Provider access legislation In January 2023, the updated provider access legislation (PAL) comes into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend

Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

The new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

5 - Roles and Responsibilities

Role of the Senior Leadership Team:

The Head Teacher sets out a strategy for careers education and guidance which meets the school's legal requirements, it should be developed in line with the Gatsby Benchmarks and informed by the requirements set out in Careers Guidance and access for education providers Statutory guidance for governing boards, school leaders and school staff.

Role of the Careers Leader:

- Leading the team of teachers, administrators, external partners and others who deliver career guidance.
- Advising the senior leadership team on policy, strategy and resources for career guidance and showing how they meet the Gatsby Benchmarks.
- Reporting to senior leaders and governors.
- Reviewing and evaluating career guidance and providing information for school development planning, Ofsted and other purposes.
- Preparing and implementing a career guidance development plan and ensuring that details of the careers programme are published on the school's website.
- Understanding the implications of a changing education landscape for career guidance, e.g. technical education reform.
- Ensuring compliance with the legal requirements to provide independent career guidance and give access to providers of technical education or apprenticeships, to pupils in schools, including the publication of the policy statement of provider access on their website
- Monitoring the delivery of career guidance across the eight Gatsby Benchmarks, using the compass evaluation tool
- Supporting tutors and class teachers in providing initial information and advice □ Communicating with students and their parents with careers related topics.
- Engaging with employers to lead to meaningful work experience and encounters in the workplace.
- Allocation of an annual budget for appropriate services and resources – linked budgets may include Work Related Learning etc
- Allocation of appropriate time for named careers leaders to undertake the role

The named careers leads for the school are Jenny Onafowokan (TLR Care and Independence) and Ben Taylor (Deputy Head Teacher)

Role of the Governing Board:

The Governing Board have a key role in ensuring schools not only meet their legal requirements, but also that school is equipping their pupils with the tools and knowledge to make informed choices about their futures. They can do this by offering strategic support to school leaders and by holding the head teacher to account for the quality of provision of careers education, information advice and guidance.

The Governing Board should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the statutory guidance.

The Governing Board has appointed a Link Governor for Careers to gain knowledge and understanding of the Careers programme and they report back regularly to the full Governing Board which would also include appropriate training.

The Governing Board ensures that the school complies with its statutory responsibilities:

1. The appointment of a Careers Leader.
2. Compliance with the Baker Clause.
3. The publishing of policy statements on the school's website.
4. Commitment to the delivery of independent and impartial guidance.

The link governor for the Careers policy and strategy is Michelle Harrold

Role of Teaching and Support Staff:

- All staff should ensure they are aware and comply with the CEIAG/Futures Careers Education programme and its objectives
- Be aware and comply with the School Access Policy
- Have an understanding of the Gatsby Benchmarks/CDI framework and how they are implemented and can be implemented in their relevant classes and subjects
- Support the development of students' knowledge and application of Skills
- Develop links to external support within their curriculum areas
- Signpost/Feedback specific students' needs for further careers advice
- Signpost students to appropriate advice and information e.g. JED
- Encourage students to think positively about their Future Careers plans
- Engage with Futures Careers CPD provided
- Promote Labour Market Information where relevant in their subjects
- Give advice as to future courses that may support a student reach their intended goal or vocational aspiration

6 - Staff CPD for staff delivering CEIAG

Further training can be requested or highlighted during regular staff CPD meetings. Staff can also request training as part of their appraisal.

It is our intention that at least one CPD session will be held for staff per term.

<https://www.careersandenterprise.co.uk/education/training-careers-leaders>

CAREERS Leaders training (Accredited or informal)

Workplace visits and guest speakers.

Internal training and FUTURES weekly meetings

7 - Role of External Agencies

Further support is provided by a variety of outside agencies to ensure the students have multiple opportunities to learn from employers and other organisations nationally and locally.

The school has a Provider Access policy which is available on the school website.

Other agencies working in The Westminster School and have good working relationship with school include:

- FE Colleges
- Department for Work and Pensions
- SIPS Education
- Connexions
- Think Forward
- Work N Learn
- Black Country Consortium
- Employers
- DPD Project Search
- Careers and Enterprise company
- Talentino
- Training Providers
- Sandwell Specialist Employment Team

8 - Equality and Diversity

FUTURES/CEIAG is provided to all students in school irrespective of their pathway. Students are encouraged to follow paths that suit their interests, skills and strengths, it is designed to suit all needs and covers employment, independent living and supported living. The programme will raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes in support of the institution's Public Sector Equality Duty. School has an Equality and Diversity policy

9 - The 'Gatsby' Benchmarks



The Westminster School has adopted the Gatsby Benchmarks to track CEIAG programme because they are judged to be an outstanding system for career guidance.

<https://www.gov.uk/government/news/careers-guidance-for-moderncountryunveiled>

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-johnholman-goodcareer-guidance>

Benchmark 1: A stable careers programme



The CEIAG programme will be structured to take into account the new CDI Framework

- The strategic responsibility for the management of CEIAG is the Deputy Head Teacher, Mr B Taylor supported by Mrs J Onafowokan who is a qualified Careers Leader (Level 6)
- Link Governor for careers is Ms M Harrold
- The careers programme is structured and updated by Mr Taylor and it is published and included on the school's website/newsletters. –Delivery is through specific CEIAG lessons but also permeates the other school subjects – Careers is covered through our SHaLT curriculum, FOSTER and FUTURES programme and themes are also in bespoke (Vocational Studies, Employment and Development Skills etc.)
- All Areas of Learning (i.e. My Community, My Care and Independence etc) should incorporate the programme into the development of their intent and implementation and this should be recognised in curriculum planning.
- The programme is evaluated with feedback from all stakeholders (I.e. Senior Leadership Team, Subject Leads etc.). The school also uses Careers Compass + to help plan, track, monitor and evaluate actions towards these benchmarks. Regular updates of compass + is fed back to senior leaders and the Governing Board. A framework for the planning, monitoring and delivery of the careers programme will be reviewed annually, also reviewed using the quality standard for Careers Education and Guidance.
- Funding is allocated annually in the context of whole school priorities and particular needs for Careers Education, Information and Guidance.
- The school ensures careers is prominent in the EHCP process for every child.
- Large number of events and activities involving employers and other agencies as well as ongoing experience of the world of work and businesses.
- Students also have regular access to JED software and Your Future Black Country which helps them to understand the world of work – Parents/Carers are informed about these platforms and login details and further information is sent out.

Benchmark 2: Learning from career and labour market

- Local Market Information (LMI) is included in the careers programme and additional knowledge is provided by the Careers Adviser.
- Parents and pupils can keep up to date with information about Local Market Information by Post, Website, Social Media posts and through recommendations from EHCP and Annual Review meetings

- The Careers Adviser provides independent careers guidance, including LMI to all pupils from years 7 and above.
- LMI information is shared with parents on the School's website.

Benchmark 3: Addressing the needs of each pupil

- The Careers Adviser keeps accurate records of individual careers advice and these are shared with pupils in line with GDPR.
- Destinations are collated by a member of the Leadership Team with the support of the Careers Adviser.
- The careers programme actively seeks to challenge stereotypical thinking and to raise aspirations.
- Careers Fairs and events will take place during the academic year where students and parents/carers can attend in order to gain understanding of careers
- Pro-active in supporting every student on their work placement or pathway to employment. This may include regular liaison with parents and work experience providers as well as appropriate resources to support each student.

Benchmark 4: Linking curriculum learning to careers

- Employability and enterprise skills are embedded with the curriculum and developed in all lessons. These develop skills which will encourage pupils to become more effective workers, within a wider range of careers.
- The allocated careers lessons within the PSHE programme and ongoing training needs are identified for planning and delivering the careers programme.
- All staff contribute to CEIAG through their role as form/class tutor, area of learning leads, teachers and support staff.
- Staff have increased time through My Wellbeing lessons and this is an opportunity to discuss careers and aspirations
- Part of our FOSTERS Life Skills initiative focuses on Employment and next steps.
- Work in the area of learning My Thinking (Science, Technology, Engineering and Maths) supports students understanding of the world of work with particular focuses on the production of materials to sell through social enterprise.
- Any work experience placements must serve a purpose in the curriculum personalised or not, for example students completing Vocational Studies will use evidence from their work experience for their qualification.
- The development of the FUTURES framework will support staff to chart and record the employability skills that students across all ages and pathways demonstrate throughout the school day, whether this is in lessons, lunch time or during recreational times.

Benchmark 5: Encounters with employers and employees

- Pupils will be provided with opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise clubs and employer talks and higher education presentations.

- Where appropriate, we will arrange visits for pupils to local colleges, work based education and training providers This will assist pupils in making an informed decision about their future career.
- We will continue to develop partnerships with local colleges, apprenticeships providers, local employers and training providers.
- All students will:
- Receive a Futures/Careers talk from an internal member of staff
- Receive a FuturesCareers talk from a local business or provider
- Receive a Futures/Careers talk from local employees
- Attend a careers fair or evening
- Opportunity to complete an enterprise day and produce an enterprise product
- It is our aspiration that every student will have an encounter with an employer or employee every academic year
- Staff should encourage students to consider jobs and employability skills as part of any educational visit

Benchmark 6: Experience of work places

- Years 12, 13 and 14 students access a weekly work experience placement. All students will have an initial interview and tour of premises before attending. All parents will be involved in the work experience placement process. The school will continue to provide experiences of the workplace through virtual tours, guest speakers and internal work experience opportunities.
- Students will be allocated a key worker in school who will support any pastoral concerns while on placements
- Students on regular work placements will receive a monitoring visit from staff once a term and will have the opportunity to provide feedback about their placement.
- Reports of termly progress will be shared with parents and students
- To access this placement, the students apply and undertakes an interview.

Benchmark 7: Encounters with further and higher education

- The annual Futures/Careers fair allows each pupil/parent/carers to have a meaningful encounter with learning providers, including sixth form, colleges, local employers and apprenticeship providers.
- Extensive links with a number of colleges – the school continues to have good working relationships with Sandwell and Dudley College as well as The Glasshouse and QAC Specialist college resulting in curriculum activities and transition events
- Internal Futures/Careers assemblies will take termly where students are notified of successes of current interns/apprentices
- Students in Year 11 transitioning into Post 16 work with the Department for Work and Pensions (DWP) Work Academy to help them prepare for future work placements. Does this still happen?
- Regular liaison with local colleges and school allow for smooth transition
- All local colleges are invited to the Futures/Careers Fair
- Parents are signposted to events and opportunities at local colleges through flyers, posters, school website and social media etc.

- There are areas within the school where students can go to if they want to learn more about further education establishments and courses

Benchmark 8: Personal guidance

- Independent face-to-face careers guidance, to help make successful transitions, from a qualified careers adviser (qualified to at least level 6)
- School will work closely with the Local Authority through the provision of SEND support services: preparing for adulthood.
- The Careers Adviser, will provide independent careers guidance to all Years 7,8,9,10, 11 and Post 16 pupils, and their parents. Year 7 may access group work regarding careers provision.
- The Careers Adviser is available for appointments with pupils or with parents and pupils and attends annual review meetings where required.

10- CEIAG Pupil Entitlement

Our pupil entitlement is outlined on the school website and is promoted through discussions, posters and leaflets.

- Careers Education, Information and Guidance that meets professional standards of practice.
- A careers programme that will raise aspiration, challenge stereotypes and promote equality and diversity.
- Support in making well informed and realistic decisions.
- Access to impartial and independent information and guidance about the range of education and training options that are most likely to help pupils achieve their ambitions

11– CEIAG Parent/Carer Entitlement

Our parent/carers entitlement is outlined on the school website and is promoted through discussions, posters and leaflets.

- Access to the school's careers programme on the school website.
- Be able to make an appointment with a careers adviser to discuss their children's future prospects/plans.
- Be provided with good quality and up to date future study options and labour market information to enable them to support and help their children understand and consider all available options in planning their futures including, at meetings or through information on school website.
- Be invited to look at Futures/Careers activities, information and resources, using and contributing to them if they wish
- Receive invitations to take part in Futures/Careers and information events
- Have the opportunity to comment on the usefulness of the Futures/Careers programme to their children and how it could be improved

12– CEIAG monitoring, evaluation and review

Careers Compass+



The government have given all schools until 2020 to implement all aspects of the Gatsby Benchmarks. The school will continue to use the Careers Compass to help plan, monitor and evaluate actions towards these benchmarks. Regular updates of the compass will be fed back to senior leaders and the Governing Board. The school is also committed to ensuring that parents are regularly updated with the FuturesCareers activities their child has took part in over the academic year. Compass + will support us to do this.

Careers and Enterprise Company

The school continues to work closely with the Careers and Enterprise company and as a result receive support and guidance from a dedicated SEN Enterprise Coordinator , Vicky O'Connor. As part of this support the school are required to meet government deadlines where the Compass Tracker is completed. This is completed sporadically throughout the year and feeds into an action plan that is regularly updated.

13– CEIAG COVID Response

During COVID 19 we found that our students faced unparalleled challenges, most of our students are classified by the DfE to be vulnerable and require additional support to enable them to have a wider understanding of the world of work along with the opportunities that this can offer them. This has required new ways of thinking and learning through Home Learning and the school YouTube channel

The School continues to welcome employer and other organisations that can deliver opportunities regarding Life skills, the future and the World of Work virtually and safely, our environment may have changed but our ambition for each and every student to understand and plan for the future has not ceased.

14– CEIAG Resources

The Westminster School Futures/Careers Programme is allocated a yearly budget and all students have access to a variety of appropriate resources on line and hard copies. Review of resources is carried out annually by the Strategic Careers Lead, Careers Leader and Careers Adviser, resources include:

- careers programmes JED/Your Future Black Country
- college and training information
- working in booklets
- career jigsaws
- panjango
- How to become – on line resources
- Careers books and resources in the school library

- Futures/Careers section on the website
- Talentino resources

Many resources are differentiated as needed from mainstream resources.

Useful websites and resources are provided to parents/students as needed during meetings/EHCP review, parent events and on website/social media.

Useful websites:

Career Development Institute

<https://www.thecdi.net/New-Career-Development-Framework>

SEND Toolkit for the Gatsby Benchmarks

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_send_gatsby_toolkit_updated.pdf

Careers and Enterprise Company

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

National Careers Service

<https://nationalcareers.service.gov.uk/>

Your Future Black Country

<https://yourfutureblackcountry.com/>

Job Explorer Database (JED)

https://www.careerssoft.co.uk/Products/Job_Explorer_Database/

Icloud website careers information and videos. <https://icould.com/>

Success at school curriculum E books

<https://successatschool.org/advisedetails/1224/coronavirus-careers-resources-to-sendto-parents-and-students>

Careers in Context – A can do guide for providers

https://resources.careersandenterprise.co.uk/sites/default/files/202010/1413_Careers%20in%20Context%20Provider%20Guide_0.pdf

Barclays life skills for young people with SEND

<https://barclayslifeskills.com/educators/lessons/send-networking-skills-lesson>

Vocational profiles and planning for adulthood

<https://www.preparingforadulthood.org.uk/downloads/person-centredplanning/vocational-profile.htm>

Sandwell Local Offer

<https://www.sandwell.gov.uk/send>

This policy will be reviewed in June 2023.

Appendices

Appendix One: Futures skills framework

Appendix Two: Action Plan used by Independent Careers Adviser

Appendix 1

Employability Soft Skills

	F	friendship/teamwork	F1	I can work with a friend/peer.
			F2	I can work within a small group/team.
			F3	I can describe my role and identify who is the leader in a team.
	U	understanding Instructions	U1	I can follow a one-step instruction
			U2	I can follow a sequence of instructions
			U3	I can ask questions if I am unsure of an instruction
	T	time Management	T1	I can arrive on time to a lesson
			T2	I can get prepared for an activity.
			T3	I can work to a timescale to complete an activity.
Behavio	U	r	B1	I can show manners towards staff and peers.
			B2	I can take pride in my appearance and body language.
			B3	I can behave sensibly and safely in different situations.
	R	esilience	R1	I can try again when something doesn't work out.
			R2	I can stay calm in a stressful situation.
			R3	I can stay positive when trying to overcome a challenge.
	E	expressing yourself	E1	I can share an idea/opinion with others.
			E2	I can express the way I feel about something
			E3	I can show leadership to others
	S	olving problems	S1	I can identify a problem.
			S2	I can try different ways to solve a problem.
			S3	I can show others how to solve a problem.

Appendix 2

Action Plan used by Independent Careers Adviser

Aspirations
What do I want for the future?

**Work/training/vocational/
Apprenticeships**
What type of work would I like to do?

Support Needs
What or who could help me?

Work Experience

My Independent Travel Skills

My Independent Living Skills
e.g. personal care

My Work Skills
e.g. Team Work

My Starting Point
Where am I now?


The Westminster School
Careers Action Plan