



a revolutionary response to school

Careers Education, Information and Guidance Policy

School Responsibilities

As an independent school Atelier21 recognises the importance of supporting pupils in exploring possible career pathways. We will aim to adhere to the following, based on national statutory recommendations:

- All registered pupils at the school must receive independent careers advice in Years 10 to 11
- 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 pupil.
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships outlined within this policy.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published.

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy outlined on page 3.

Atelier 21 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 pupils' horizons, challenges stereotypes and raises aspirations. Alongside the skills gained through the Learning Powers, IB Learner Profiles and Approaches to Learning (ATLs), the career pathway will provide pupils with the knowledge and skills necessary to make successful transitions to the next stage of their education. This supports social mobility by improving opportunities for all young people, regardless of their backgrounds as well as for 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 Careers Lead and Deputy Executive Head who will be responsible for the design and delivery of the programme as well as by external stakeholders such the School Improvement Partners, Ofsted and the IB who assess the work of the school.

Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018).
- This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

- This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- All members of staff at The Gatwick School 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 Advisor.
- It is important therefore that pupils leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Rationale

The school recognises that children are growing up in an increasingly complex world. Careers and ways of working which exist today may change rapidly in the coming years. We aim to prepare our pupils for all aspects of their future lives so that they have the qualifications, aptitudes, skills and understanding to live fulfilling and economically viable adult lives. In order to do this, they need the confidence to make informed decisions and choices and the resilience to cope with change. At Atelier 21 our careers education, information and guidance education (CEIAG) is part of our wider Personal, Social, Economic and Health Education Programme (PSHEE).

Overview

Careers education, information and guidance helps to prepare children for the opportunities, responsibilities and challenges of their future lives. When children join the school, they begin to develop the independent learning skills, resilience and knowledge which will help them to make informed choices and decisions.

CEIAG is provided for pupils from Year 7 upwards. It is carefully structured to provide pupils with a range of impartial information and advice delivered by a range of suitably qualified individuals and organisations, both internal and external to the school.

The school bases its CEIAG on the Gatsby Charitable Foundations Benchmarks:

- To ensure that all pupils at the school receive a stable careers programme
- To enable all pupils to learn from information provided by the career and labour market.
- The CEIAG programme should be individual and address the needs of each pupil.
- To link the curriculum learning to careers learning.
- To provide pupils with a series of encounters with employers and employees.
- To provide pupils with experiences of workplace(s).
- To ensure that pupils have a series of encounters with further and higher education.
- To provide each pupil with the opportunity to receive personal guidance.
- The school will provide pupils with a programme of careers education which will help pupils choose the progression routes which are most appropriate for them.

Aims

- To ensure that all pupils gain the skills, knowledge, confidence and resilience to support productive and happy future lives.
- To ensure that pupils from Year 7 onwards receive clear, impartial and effective careers education, information and guidance.
- To ensure that pupils and their parents receive a good range of information about pupils' academic progress and their skills, talents and capability.
- To help pupils make informed choices about future progression routes and careers

Objectives

- To develop pupils' independent learning skills and their ability to apply problem solving skills.
- To help pupils to become confident and resilient learners with the ability to evaluate new information and make informed decisions based on evidence.
- To help pupils assess their own learning and set meaningful targets for improvement.
- To provide pupils and their parents with accurate information about pupils' achievements including their strengths and areas for development.
- To help pupils from Year 7 onwards to understand post 16 choices, including academic, technical and apprenticeships and further and higher education.
- To help pupils to identify their interests and the things that they enjoy and dislike.
- To give pupils opportunities to research jobs and careers and identify the qualifications and skills which are required.
- To facilitate pupils in Year 7 upwards with arranging visits to workplaces, to shadow staff or to gain work experience of different jobs and careers.
- To provide pupils in Year 6 onward with information about the International Baccalaureate Middle Years Programme.
- To help pupils in KS3 and 4 to develop a future education and career plan which includes a range of alternative options and identifies the qualifications and skills which support their choices.
- To provide all pupils with opportunities to listen to talks from visiting speakers, this will include community and faith leaders, business leaders, entrepreneurs and representatives from the public sector.
- To provide pupils with opportunities to take on a variety of roles within the school, including setting up businesses, managing events and taking on leadership responsibilities within the school.
- To ensure that the school's ethos supports the development of independent thinkers who play a positive part in the community.
- To provide pupils with opportunities to write a curriculum vitae (CV), letters of application, business plans and personal budgets.
- To ensure that all pupils develop effective speaking, listening and presentational skills.
- To ensure that pupils learn from their mistakes and are confident and reflective learners.
- To ensure that all pupils receive clear, impartial and effective careers education, information and advice.

Methods of Facilitating Careers Education

All pupils

- Big Studies
- Self-directed learning
- Workshop sessions
- Visiting speakers (Passion Pays)
- Input from Primary Futures
- School Entrepreneurship Project (SEP) – pupils will have the opportunity to develop a business case they can present to the School Bank for funding and set up a business, i.e., a Parent Café. The SEP will have its own policy drafted prior to inception.

Older Pupils

- Access to a career's library
- Entrepreneur Mentoring Program
- Gatwick Diamond Business Group collaboration
- Personal Projects
- Work experience
- STEAM sessions
- Work experience placement or shadowing facilitation
- Careers Fairs
- Links with local colleges and universities

Safeguarding

- All visiting speakers are checked by the school and are accompanied by a member of staff at all times
- Pupils shadowing an adult at work will be supervised by a parent or a member of school staff
- Pupils visiting a workplace will be accompanied by school staff
- Companies offering work experience will be required to prove that all safeguarding and health and safety procedures are in place, parents who offer work experience for their own child will be required to prove they have safeguarding procedures in place or sign a disclaimer and accept responsibility for their son or daughter.

Monitoring and Review

- Pupils will be asked to evaluate the effectiveness of the CEIAG programme each year and the school will act on their feedback if it is appropriate to do so
- Parents will review the effectiveness of CEIAG as part of the school's self-evaluation procedures and parental satisfaction surveys

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Appendix 1: The Gatsby Benchmarks

<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 pupils, parents, teachers and employers as part of the evaluation process.
<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 pupils 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.
<p>3. Addressing the needs of each student</p>	<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</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 pupil, and subsequent agreed decisions. • All pupils 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.

	throughout.	
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil 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.
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, pupils 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>
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 pupil 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 pupil should have had one further such experience, additional to any part-time jobs they may have.
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	<ul style="list-style-type: none"> By the age of 16, every pupil 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 pupils. By the age of 18, all pupils who are

	and learning in schools, colleges, universities and in the workplace.	<p>considering applying for university should have had at least two visits to universities to meet staff and pupils.</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>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2: The Atelier 21 Careers Charter

Careers Provision		
<p>Year 7</p> <ul style="list-style-type: none"> • Local Careers Fair • Introduction to Careers Advisor • Visual displays – Posters around school 	<p>Year 9</p> <ul style="list-style-type: none"> • Rite Journey • Local Careers Fairs • Passion Pays • 1-2-1 diagnostic careers meeting with careers advisor for identified students. • Motivational speaker • Attendance of carers advisor at parents' evening • University visit for identified students 	<p>Year 11</p> <ul style="list-style-type: none"> • Online Careers Assessment – Morrisby • Individual Student Profile – Morrisby • Aspirations, priorities and study interests questionnaires – Morrisby • Sixth form open evenings for Y11s • Mentor checks ins on sixth form applications.
<p>Year 8</p> <ul style="list-style-type: none"> • Aspirations, priorities and study interests questionnaires – Morrisby • Local Careers Fair • 1-2-1 diagnostic careers meeting with careers advisor for identified students. • Attendance of carers advisor at parents' evening 	<p>Year 10</p> <ul style="list-style-type: none"> • Individual Student Profile – Morrisby • Local Careers Fair • Passion Pays • Student Ambassadors form local colleges (e.g. Collyer's) • Surrey/Sussex Careers show • 1-2-1 diagnostic careers meeting with careers advisor for identified students. • Sixth Form College visits • 6th Form visit to/from • Workshops: Apprenticeships, Options, Qualification framework • Work experience/placement • Attendance of careers advisor at Options evening. • University visit for all children 	

Appendix 3: Application for Provider Access

Introduction

This document sets out the arrangements made by Atelier 21 for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact Clare Huxley

Telephone: 01293 265417

Email: clare.huxley@atelier21schools.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.