



# CAREERS POLICY

## 2024-2025

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- This document has been approved for operation for - Islamiyah Girls High School
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  - Owner – Islamiyah Girls High School
  - Approved By – Governing Body
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# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

## GENERAL STATEMENT

Islamiyah High School prides itself on being a place where pupils make a fresh start, re-engage in their education and make progress towards their learning and employment goals. It is recognised that an effective CEIAG programme is vital to contributing to the raising of aspirations and enabling pupils to make realistic and informed choices about their future employment options.

### 1. Aims

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to IGHS. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions post-16

### 2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997

- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the ‘Baker Clause’, to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

### **3. 3. Roles and Responsibilities**

#### **3.1 Careers leader**

Our careers lead is Mrs Ashraf, Our careers lead is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school’s career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

#### **3.2 Senior leadership team (SLT)**

Our SLT will:

- Support the careers programme

- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.3 The governing board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## **4. 4. Our Careers Programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our careers programme at IGHS has been developed to meet the expectations outlined in the **8 Gatsby Benchmarks** as below:

### **5. A stable careers programme with a careers leader**

- a. Comprehensive information provided on the school website
- b. Careers' guidance in subject areas
- c. Links with parents, employers, universities and training providers to ensure strong careers' guidance
- d. Lessons on careers in the PSHE slot, for every secondary year group-
- e. School Careers' Lead: Mr. Patel

## **6. Learning from career and labour market information**

- a. Careers Fair with exposure to Higher Education providers, apprenticeship providers, sixth forms and colleges
- b. Professionals' Fair with exposure to employees
- c. Entrepreneurs' Fair /visits with exposure to local businesses
- d. Calderdale Apprenticeships workshop

## **7. Addressing the needs of each pupil**

- a. One-to-one **and** group Independent Advice and Guidance appointments with an external provider: [Blakburn and Darwin Careers](#).
- b. Guidance Interviews
- c. [Grofar](#) for any SEND pupils

## **8. Linking curriculum learning to careers**

- a. Careers' guidance in subject area

## **9. Encounters with employers and employees**

- a. Careers talks with speakers from various professions
- b. Careers fair interaction with employers and employees
- c. Volunteering opportunities commissioned in a range of work, community and charitable setting

## **10. Experience of workplaces**

- a. Entrepreneurs' fair/visits
- b. Work Experience Week

## **11. Encounters with further and higher education**

- a. Careers Fair in Calderdale (called "Get Organised" and "Apprenticeship Fair")
- b. School Careers Fair
- c. Visiting speakers
- d. College visit
- e. University visit

## **12. Personal guidance**

- a. Impartial careers guidance interview for all students
- b. Mentoring

### c. CV writing, interview practice during PSHE lessons

Our programme is not bias towards a particular career path and promotes a full range of technical and academic options for pupils.

It is a structured programme which builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- PSHE lessons and curriculum linked careers information in other subjects.
- Guest speakers from industry; one per half term, 6 over the course of the academic year.
- Enrichment clubs: embedded information within the weekly enrichment session: **workplace and employability skills**.
- Form tutor-led discussions during form time
- Displays
- Career Fairs, both onsite and offsite venues
- Assemblies
- Independent careers advice from local Blackburn and Darwin careers. These take the form of one-to-one and groups sessions.
- **4.2 Key Stage 3 (Years 7, 8 and 9)**

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. Cross-curricular lessons might include what employment means, how salaries relate to different jobs, stereotyping around jobs, how to look for jobs, the skills needed for work, jobs of the future and the geography of jobs.

By the end of Year 9, all students will have had the opportunity to:

- Make an informed choice on GCSE subject choices.
- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents' events, meeting with senior staff at school and the option of a careers meeting.
- **4.3 Year 10 (Key Stage 4)**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. Key activities include work experience and mock job interviews.

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Be introduced to the different post-16 pathways.

#### ➤ 4.4 Year 11 (Key Stage 4)

Key activities in year 11 include post-16 applications. Students will learn how to write a personal statement for post-16 applications; get support to apply to chosen sixth forms and colleges; hear from guest speakers in assembly about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a career adviser.

#### ➤ 4.5 The Six Steps

Another component of the career curriculum at IGHS involves the six steps in a young person's acquisition of skills and knowledge for lifelong career self-management. Although young people complete all six steps each year, our career offer focuses on a different step each year.

Each step is comprising of actions and reflection items gathered in a **personal booklet** that pupils keep filling in throughout the year to help them in their careers' journey at our school. The six steps are:

- **I Discover:** young people discover their strengths and talents (**year 7**)
- **I Explore:** young people explore the world of work and their place in it (**year 8**)
- **I Focus:** young people focus on their values and interests (**year 9**)

- **I Plan:** young people use decision-making skills to plan their learning and career programs (**year 10**)
- **I Decide:** young people decide on their best options and opportunities (**year 11**)
- **I Apply:** young people apply their skills and knowledge to their learning and career planning (**year 11**)

#### **4.6 Pupils with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed.

Our careers lead will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers lead may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

#### **4.7 Career Guidance Meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the career adviser however, in practice, Year 10s, Year 11s, are most likely to access the service.

#### **4.8 Self-Referral**

Students may refer themselves for a careers meeting at any point, directly via the Careers Officer, the Form Tutor or Pastoral Manager. An appointment with the adviser will then subsequently be arranged. Students are made aware of the career adviser through assemblies and via form tutors.

The career adviser will record action plans on the school tracking system. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

#### **4.9 Self-Referral**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

#### **4.9 Staff Training**

Teachers and staff are introduced to the concepts, aims and programme for CEIAG during school training days and staff meetings

#### **4.10 Resources**

The school is committed to providing the resources required in order to enable an effective careers programme. This includes adequate staffing, training, careers page on the school website and other resources. At IGHS our main resources are taken from the PSHE Association, Barclays Skills for Life, external expertise brought in for weekly enrichment sessions amongst other resources.

#### **4.11 Employer Links**



Links with employers, businesses and other external agencies continue to grow and develop through the school. This is achieved by building on local community connections. We use our links and local network to organise an annual **Professionals' Fair** which comprises of representatives from a range of industries and disciplines.

#### **4.12 Access to our careers programme information**

A summary of our school's careers programme is published on our school website: including details of how pupils, parents, teachers and employers can access information about the careers programme. It also contains information regarding work experience.

#### **4.8 Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Pupils survey
- Leavers' information – Destination information
- Feedback from:
  - pupils,
  - parents,
  - teachers
  - employers
  - evaluations

#### **5. Links to other policies**

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

#### **13. 6. Monitoring and Review**

This policy, the information included, and its implementation will be monitored by the governing board/ and reviewed annually.