PINNER
HIGH SCHOOL

Policy	Careers Education Information, Advice and Guidance (CEIAG)
Date of Review	22nd October 2020
Reviewed By	Assistant Head, Sixth Form
Date of Approval	April 2021
Approved By	LGB
Date of Next Review	Autumn 2022
Statutory/Non Statutory	Statutory
Website/Non Website	Website

The aims of the policy are to:

1. Prepare students for the transition to life beyond secondary school (higher education and the world of work)

2. Support students in making informed decisions which are suitable and ambitious for them

3. Provide students with well-rounded experiences

4. Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and their careers

5. Inspire and motivate students to develop their aspirations

Pinner High School has high quality careers advice and guidance, to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. Good career guidance is the key to social mobility: it is showing young people the options open to them and helping them make the right choices to set them on the path to rewarding future careers

The careers provision at Pinner High School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools'. This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships (see 'Baker Clause' subsection below)..

This states that all schools should provide independent careers guidance from Years 8-13 and that guidance should:

- Be impartial
- Include information on a range of pathways, including university options or apprenticeships
- Be adapted to the needs of the student

The policy is also guided by the Gatsby Foundation's benchmarks of 'Good Career Guidance' summarised below:

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

4. Linking curriculum learning to careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

The Designated Careers Leader is Mr. Chris Stump (Assistant Headteacher – Sixth Form).

Baker Clause

Pinner High School: Baker Clause Statement

This policy statement sets out the school's arrangements 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.

Pinner High School uses the Gatsby 8 benchmarks to inform the provision of Careers Education, Information and Guidance (CEIAG) delivered. As part of our commitment to informing students of the full range of learning and training routes available, we consider requests from training providers, vocational education routes and apprenticeship providers to speak to students and we will also approach these partners ourselves when planning and organiSing key CEIAG events throughout the school year.

Opportunities for access

A number of opportunities exist within the CEIAG programme which may be suitable for providers to visit the school to speak to students. These include:

Opportunities	**Description**	**When?**
Sixth Form Personal Development Programme	This compulsory Period 7 session exposes students to a range of guest talks from individuals and organisations. The focus of the talks is not intended to always be CEIAG focused, but a significant number of sessions will be, including guest speakers from universities, training providers and employers. No preference will be given to any particular post-18 pathway,	Sessions occur each Monday
Whole School Careers/ Futures Fair	We will hold a careers fair for all students in school to engage with employers. The aim is to furnish students with the knowledge of different industries and pathways to careers.	Summer 2 term

In-school Year group assemblies	We welcome visitors to the school regularly to enhance students' understanding of the world beyond school life. We will invite FE providers (such as Harrow College, Uxbridge College, West Herts College and local universities), ASK - Amazing Apprenticeships and training providers into school (or a virtual equivalent) to inform students about Post-16 and Post-18 pathways.	Throughout the year
Online Careers Q&A sessions and in-person information evenings	We welcome visitors to the school regularly to enhance students' understanding of the world beyond school life. We will invite FE providers (such as Harrow College, Uxbridge College, West Herts College and local universities), ASK - Amazing Apprenticeships and training providers into school (or a virtual equivalent) to inform students about Post-16 and Post-18 pathways.	Throughout the year

All requests from external organisations should be emailed at least 6 weeks in advance of an expected date for the planned session. All requests will be given due consideration from the designated Careers Leader (the Head of Sixth Form). Requests will be refused if:

- They impinge on student's preparation for public or internal exams
- They clash with other planned school events
- The school is unable to provide staff to support the event
- Rooming is unable to be found due to timetabling clashes

In the first instance requests by providers should be sent to the designated Careers Leader Mr C. Stump (cstump@pinnerhighschool.org).

Policy Foundations

1. There is a stable, structured careers programme for Year 8-13 with a trained member of staff responsible for this.

2. This policy is published on our school website to enable pupils, parents, teachers and employers to access and understand it.

3. This policy is regularly evaluated with feedback from pupils, parents, teachers, and employers as a part of the evaluation process.

4. By the end of the Options Process in Year 8 all students have had the opportunity to access and use information about career paths and the labour market to inform their own decision on study options.

5. Parents are encouraged to access and use information about labour markets and future study options to inform their support to their children through school communication and via dedicated pages on the school's website: https://www.pinnerhighschool.org/page/?title=Careers+Programme&pid=64

6. Our careers programme actively seeks to challenge stereotypical thinking and raise aspirations

7. We keep systematic records of the individual advice given to each pupils and subsequent agreed decisions.

8. We collect, maintain and keep accurate data for each pupil on the Education, Employment or Training destinations for at least three years after they leave school.

9. By Year 9, every pupil will have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within a wide range of careers. This includes the Brilliant Club.

10. Every year pupils have the opportunity to participate in at least one meaningful encounter with an employer. Such encounters may be physical/in-person or a virtual equivalent.

11. By the end of Year 11, every pupil will have had an opportunity to have a workplace opportunity or a virtual equivalent. By the end of Year 13, all students will have had the opportunity to undertake a period of either work experience, career shadowing or career mentoring.

12. By the age of 16 every pupil will have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. By the age of 18 all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. Such encounters with organisations may be physical/in-person or a virtual equivalent.

13. Every pupil will have at least one guidance interview with a Careers Advisor before making their GCSE Options, before making their Post-16 Options and before leaving at the age of 18.

14. The school will routinely engage in self-review and use tools such as Compass and/or Compass+ to evaluate our provision and ensure our CEIAG policies are fit for purpose and reflect the needs and entitlements of our students.

CEIAG Programme

Pinner High School students are entitled to the following:

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

4. Linking curriculum learning to careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

NB: The number(s) that appear before each point below indicate which of the Gatsby measures are met by the action/initiative.

All Year Groups

- 1, 2, 4, 5, 7: A whole-school 'Careers Week' will enable students to understand the labour market, the qualifications needed to access certain careers and introduce students to a variety of careers and employment opportunities. Activities will be undertaken in form time, through assemblies and visiting guest speakers or digital equivalents.
- 4: Each curriculum area has a CEIAG board which showcases curriculum learning with a link to specific sectors.
- 4: Lessons within subjects use industry real life case studies to link what they do in the classroom with life after school. E.g. Projects within English which sees Authors come in to speak to the pupils about creative writing and works with them in workshops to create narratives and intrigue.
- 4,5,3: All students have access to the Heads Challenge a broad range of both extra-curricular and super-curricular clubs that supports students in developing their understanding of a range of different subjects. These clubs change termly and are available on the school website.

- 1, 2, 3: All students have access to the careers section on the school website and on social media channels.
- 4: The PSCHE curriculum across all year groups covers economic wellbeing, active citizenship and charity fundraising.
- 4: All students are encouraged to attend in Lunch Time lectures and Subject Masterclasses.

Students with Special Education Needs or Disabilities (SEND):

- 3, 8: Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- 3, 8: Personalised support from the SENCO, Careers Advisor and external bodies (such as Harrow Horizons) is used where appropriate.

Students in receipt of Pupil Premium funding

- 3, 8: Personalised support will be given to these students throughout their time in school, through additional mentoring, opportunities for meaningful encounters with employers and careers support.

Year 7

- 2, 5, 7: Every year, Year 7 undertake a fundraising project as a part of Homework Club where nurses and medical staff come in to speak to them around careers in medicine and the NHS. Information on life in Education, Employment and Training post 16 is given through PSCHE.
- 1, 8, 3: Homework Club on a Tuesday period 7 actively supports Year 7 to make the transition from Primary to Secondary School, and to consider the next step in their education or training. They take part in termly target setting exercises where they are encouraged to reflect on their progress and the opportunities available to them in school to pursue interests and emerging talents.
- 6, 5, 1: The pupils have the opportunity to take part in Police Cadets with our local Safer Schools Police Officer. Assemblies are given from the Police Cadets and this is opened to the whole of the year group, and supported in their pursuit.
- 4: The linked curriculum in Year 7 is the first taste of specialisms and working with specialists in their field. The curriculum is closely tied with the opportunities to become a Historian, Scientist, Mathmatician etc.
- 3: HAP pupils are identified and invited to attend Year 8 Q?rius talks from a wide range of careers.

Year 8

- All: The Year 8 Options process is a comprehensive set of activities that supports pupils in their GCSE options. They will have additional Deep Learning Days which focus on giving them the information and guidance needed. They will meet with sixth

formers from partner schools to hear about GCSE study, universities and external agencies to inform them around both Higher and Further education.
- 2: LMI is used to design and allow opportunities during the options process for students to know about the labour market locally and nationally. Thinking about the salaries of jobs and the number of vacancies.
- 2: Pupils explore the National Careers Service website to broaden horizons of options open to them.
- 2: Pupils also take a survey 'Fast Tomato' which gives them a bespoke report of careers that align with their interests and detailed ideas about next steps.
- 2 and 5: Pupils benefit from the Q?rius programme that sees speakers from all careers come in to speak to the year group about their Education, Employment or Training pathway, life in the role and time for Questions and Answers. This ranges from Lawyers, to Pilots, to Surgeons.
- 3: Options Booklet provides students with a place to keep a record of the conversations they have, information they need and exercises they have undertaken.
- 3: Each year some boys are picked to take apply for and take part in London School of Economics 'Promoting Potential Programme'
- 8: Every pupil will have at least one guidance interview with a Careers Advisor before making their GCSE Options.
- 6: Selection of pupils work with Watford Football Club on an enterprise scheme to visit the workplace and work with employers to create an enterprise proposal.

Year 9

- 2: Students will have opportunities to explore their GCSE subjects into the labour market. This is seen across the curriculum for example if taking Art – visiting an Art Gallery and having a meaningful encounter with curators and artists or meetings chefs and nutritionists as a part of Food Preparation and Nutrition.
- 5: Pupils are given an opportunity to have a survey on the careers they are interested in and then are invited to careers talks from those in industry.
- 5: Cadets is offered to allow students to benefit from meeting with a range of services personnel.
- 7: Information on life in Education, Employment and Training post 16 is given through PSCHE.
- 2,4,5,6: Students have the opportunity to take part in the Bronze Duke of Edinburgh Award.
- 8: Every pupil has a one to one discussion to set their career plan which is used by students, form tutors, and their Head of Year.
- 7: Selected students attend University Visits. Including attending London School of Economics' ACE Day and those taking part in the Scholars Programme.

Year 10

- 8: Every pupil will have at least one guidance interview with a Careers Advisor before making their Post-16 Options.
- 1, 7:: Information on life in Education, Employment and Training post 16 is given through PSCHE.

- 6: Students have the opportunity to take part in meaningful encounters with employers and higher education providers through school visits, guest speakers or digital equivalents.
- 7: Students have the opportunity to understand the university applications system through guest speakers (or a virtual equivalent) and support from the school's Oxbridge link colleges.

Year 11

- 6: Students have the opportunity to take part in high quality work experience.
- 7: Information on life in Education, Employment and Training post 16 is given through the PSCHE programme.
- 7: Information evenings are set up about pathways post 16 to include parents of their pathway. These may be in-person events or digital equivalents
- 1, 2: All Year 11 students will receive a weekly Form Time information session on the subject of post-16 options, higher education and careers guidance. This information includes vocational and academic pathways and considers recent labour market information.
- 7: All students are encouraged to apply for the National Citizen Service scheme.
- 3: Alumni Boards are created to show where students who have left have achieved and where they went to universities and apprenticeships.
- 5, 7: Students are exposed to different careers and educational pathways within specific industries (including the NHS) via the Reed in Partnership link. Interactions with employers may be in person or a virtual equivalent.

Year 12

- 5, 6, 8: Students have the opportunity to take part in either high quality work experience, career shadowing or career mentoring.
- 7: Year 12 students can apply to participate in either The Brilliant Club Scholar's Programme or the Brilliant Mentoring programme. Places will be limited and students will be invited to submit a letter of application.
- 7: Pinner High School will offer a comprehensive Higher Education preparation programme. During their time in the Sixth Form, students have opportunities to visit universities or other HE institutions and meet representatives from them, either via their visits to the school and by attending UCAS events.
- 7, 8: The Pinner High School Oxbridge super-curricular programme will support students considering applying to Oxbridge, Cambridge and other highly-competitive universities. This programme will feature intensive reading beyond the curriculum and preparation for aptitude tests, personal statements and interviews. Students will also have the opportunity to understand the university applications system through guest speakers (or a virtual equivalent) and support from the school's Oxbridge link colleges.

- 4, 5, 6, 7, 8: A super-curricular programme for students interested in Medicine, Veterinary Science and Dentistry as well as allied health professions will feature intensive reading beyond the curriculum and preparation for aptitude tests, personal statements and interviews.
- 1, 2, 5, 7: Year 12 students will receive weekly guidance relating to Higher Education and careers through the Sixth Form Period 7 programme. This will include recent information relating to the labour market.
- 1, 7, 8: An annual Higher Education Day during the Summer 2 term will provide students with information relating to student finance, how to choose a university, degree apprenticeships, writing a personal statement, the application process and employability. There will also be an associated Parents Information Evening.

Year 13

- 3: Alumni Boards will be created to show where graduating students have attended universities/ which apprenticeships they have undertaken.
- 1, 2, 5, 7: Year 13 students will receive weekly guidance relating to Higher Education and careers through the Sixth Form Period 7 programme. This will include recent information relating to the labour market.
- 7, 8: The Pinner High School Oxbridge super-curricular programme will support students considering applying to Oxbridge, Cambridge and other highly-competitive universities. This programme will feature intensive reading beyond the curriculum and preparation for aptitude tests, personal statements and interviews. Students will also have the opportunity to understand the university applications system through guest speakers (or a virtual equivalent) and support from the school's Oxbridge link colleges.4, 5, 6, 7, 8: A super-curricular programme for students interested in Medicine, Veterinary Science and Dentistry as well as allied health professions will feature intensive reading beyond the curriculum and preparation for aptitude tests, personal statements and interviews.
- 3, 8: All Higher Education (HE) applications will be submitted through UCAS (University Colleges and Admissions Service – www.ucas.com). The Head of Sixth Form and Sixth Form team work with each student to help them with their applications, choices and personal statements.
- 3, 5, 7: Students who do not intend on attending university will be provided information, advice and guidance from external organisations, gap year organisations, employers and training providers

Useful websites

General Careers Advice	
https://www.prospects.ac.uk/job-profiles	Prospects are the experts in graduate careers. We help to guide students and graduates to a bright future with

	unrivalled information, advice and opportunities
www.jobulo.com	Jobulo is a free resource that allows users to build job winning CVs, in a wonderful variety of styles.
https://guest.startprofile.com/	Start is a website created to help 11-24 year olds discover and explore careers they'll love. It's built around the Game which uncovers careers matched to their skills, interests and personality.
https://successatschool.org/	Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice.
https://barclayslifeskills.com/	LifeSkills, created with Barclays, is a free, curriculum-linked programme, developed with teachers to help improve the skills and employability of young people in the UK.
www.movingonmagazine.co.uk	Moving On magazine is a print and online publication providing a wide range of information regarding choices following school. It explores work experience, apprenticeships, gap years, higher education and further education.
www.nationalcareersservice.direct.gov.uk	The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

www.careersbox.co.uk	Careersbox is a free online library of careers related film, news and information. As the preferred digital new media partner to the Institute of Career Guidance, the largest careers body in the UK, Careersbox aim is to deliver a new way for students to explore their skills and career options.
Apprenticeships	
www.apprenticeships.org.uk www.remit.co.uk www.notgoingtouni.co.uk www.creativeskillset.org www.careersbox.ac.uk www.whitehat.org.uk www.gov.uk/government/organisations/civil-service-fast-track-apprenticeship www.advice.milkround.com/apprenticeships-guide	An apprenticeship combines hands-on work with the opportunity to train and obtain qualifications. It's also a paid position, so apprentices earn while they learn. At least 20% of an apprentice's time is set aside for learning, usually at a college, university or training provider. The rest of their time is spent applying your knowledge and skills in the actual workplace, doing the job that you set out to get. At the end of it, apprentices gain official certification, which will be equivalent to traditional qualifications.