



Careers Guidance Policy & CEIAG programme

1. Aims

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

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 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 Swanlea School complies with this requirement.

Swanlea School also acts 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, and can be found here:



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The CEIAG programme at Swanlea School ensures opportunities for a range of education and training providers to access all pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

Any providers wanting to access students can contact the Career's Leader. Granting and refusing requests for access will be dependent on availability of providers to attend timetabled careers lessons, assemblies or careers events. Providers should also refer to the school's Safeguarding policy available on the school website. The school will provide the appropriate school facilities (classrooms, assembly hall, sports hall, gym, events rooms) and resources to support a provider visit.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Nozrul Chowdhury. He can be contacted by phoning the school on 0207 375 2367 or emailing officeadmin@swanlea.co.uk. Our careers leader is a member of the senior leadership team 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
- Work closely with the relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with 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

Our senior leadership team (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



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- 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 career 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 18 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 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. 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 programme has been developed to meet the expectations outlined in the **Gatsby benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.



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It is structured in a way that 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:

- The personal development programme delivered by tutors, tutor-led discussions, displays, events, visits to work placements/organisations, assemblies, guest speakers, Aspire Week and bespoke subject related careers, Super Learning Days, Arts Week etc.
- Students at KS5 are regularly informed about up-coming work placements as appropriate, including apprenticeships. The careers coordinator works closely with The Switch to source opportunities for work placements, work visits, careers insight days, etc. Companies may also use Zoom to connect with students to offer insight into traineeships, apprenticeships, pathways, etc.
- **Personal Development Careers Strand** - Every student in the school has two half-terms dedicated to careers related learning as part of the personal development programme (PD). The lessons are planned and well-resourced to enable students to learn about their future careers and develop employability skills.
- **Careers fair** - an annual careers fair is organised where employers from different industries including universities and legal practitioners present the nature and requirements of their sector to facilitate direct interaction between students and industry representatives. This event raises awareness of the wide variety of careers across and within all sectors.
- **Professional interview day** - Students in Year 11 ('head-to-head') participate in interviews led by industry professionals. This teaches the students key employability skills where they receive individual feedback on their presentation and performance at the interview.
- **Careers information and advice** - Every student has access to online portals such as Unifrog – comprehensive digital platforms supporting careers and aspirations, combining a comprehensive source of information with a personalised student experience. Subject teachers use planned lessons across all key stages during careers week to inform students about careers related to academic subjects. This deepens students' understanding of careers with different academic fields.
- **One to one careers interviews** - Independent careers advice and guidance is a crucial part of supporting students with choices and aspirations. All students in Year 11 will have a one-to-one interview with an independent career's advisor. Students from other year groups are informed about the one-to-one interview provision via the Aspire notice board outside the library. They can thus request or be referred by their tutor or their teachers.

All SEND students have a dedicated career's advisor who guides them through a variety of pathways based on both their interests and skills.

The career's advisor is able to offer advice to student in the following areas:

- Careers advice
- Part-time work and CV writing
- Volunteering opportunities
- Getting involved in activities outside of school such as youth clubs, drama or sports
- Student finance



Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects.

By the end of Year 9, students will:
Have found out more about themselves, including their skills and talents, personal qualities, and possibilities for change
Know how to make decisions, such as choosing GCSE/BTEC options, and being aware of future choices and pathways, e.g. A Levels, apprenticeships, degrees
Have learned about equal opportunities
Have used online portals (such as National Careers Service website, Unifrog) to find out more about the types of work they are suited to and interested in and different education pathways
Have discovered more about the world of work and the choices they have to make
Have started the process of planning for life after education
Have had at least an opportunity to visit a place of higher education or people from the world of work
Have had access to careers interviews with the independent career's advisor

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training.

By the end of Year 11, students will:
Have had at least 5 encounters with employers
Have found out more about the types of work they may be interested in
Have explored future career paths and made informed post 16 choices
Have received information about their post-16 options
Have had a guidance interview with the independent career's advisor and developed an action plan

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways.

By the end of KS5 all students will have:
Extended their self-knowledge, explore various careers, considered ways to manage their career path, investigated key employability skills
Developed their career capital
Devised a set of personal criteria to help them identify appropriate routes to their goals



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Researched, evaluated, obtained guidance on and chosen and applied for an appropriate opportunity and if necessary financial support
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Made a back-up plan in case things go better or worse than expected

Have accessed a careers interview with the independent career's advisor

Students in Year 12 have either group sessions or one-to-one interviews with the careers adviser to explore a broad range of interests and careers in sectors related to their programmes of study.

They also have opportunities for workplace visits, volunteering, placements, etc

4.1 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 classmates, with adjustments and additional support as needed.

Our careers leader works with teachers and 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 leader 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Parents who request further information about the CEIAG programme at Swanlea School can contact the relevant tutor, Learning Co-ordinator or Career's Leader (contact details below). The school measures and assesses the impact of the careers programme on students by carrying out student surveys, encourages feedback via the school council and carries out evaluations of CEIAG activities.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Nozrul Chowdhury, email: officeadmin@swanlea.co.uk, telephone: 0207 375 3267.

4.3 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 using surveys, leavers' information, feedback from pupils, parents, teacher and visiting employer evaluations.



5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Safeguarding Child protection policy
- Personal Development / Curriculum policies

6. Monitoring and review

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

The next review date is January 2025.