



Ken Stimpson Community School

**Careers Education Information Advice and
Guidance**

Last Reviewed:- May 2019

Last reviewed May 2019

1. Vision

1.1. We, the staff and governors, aspire to ensure that all our students, irrespective of ability or background, achieve their potential in full. Our goal is to ensure, wherever possible that all students leave the school age in education, employment or training.

2. Statutory Guidance

2.1. A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their career throughout their working life. The Education Act 2011 inserts a duty, section 42A and 45A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Years 9-11. Guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Guidance should also include information on options available in respect of 16-18 education or training, including apprenticeships.

2.2. The school is committed to providing a planned programme of careers education for all students in Years 7-13, within a clear framework linked to outcomes for pupils (The ACEG Framework for Careers and Work Related Education: A Practical Guide, 2012) and information, advice and guidance (IAG) in partnership with the Capita Careers Service.

2.3. The school will follow guidance from the DfE, QCA and OFSTED, including statutory guidance on the Participation of Young People in Education Employment or Training.

2.4. The school aims to inspire every student through more exposure to local and business professionals who can help make balanced informed decisions regarding their future aspirations.

2.5. We will work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

3. Intent

3.1. The careers programme is designed to meet the needs of students at Ken Stimpson Community School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. – **Please refer to appendix 1 for the holistic provision and CEIAG coverage**

3.2. Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. The programme will promote equality of opportunity and inclusion.

It will:

3.3. Develop a sense of self awareness and a knowledge of their skills, abilities and potential;

3.4. Develop a knowledge of the world of work and the opportunities for continuing education, training and employment;

3.5. Inform decisions about their continuing education, training and employment choices and be able to implement those decisions;

3.6. Develop a structured approach to vocational decision making using individual career action plans;

3.7. Help acquire and recognise transferable skills which will allow students to be effective in a variety of situations in adult and working life and overcome the overt and subtle barriers which they may encounter as they progress through school into working life.

3.8. The above may take many different forms, including information evenings, outside speakers in PSHE lessons, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND/EAL pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.

4. Implementation

4.1. The programme to ensure all students are entitled to careers education and guidance that is impartial and confidential and promote equality of access involves a number of staff who both contribute and coordinate the CEIAG provision in Years 7-13. The members of staff involved are as follows:

4.1.1. The Assistant Principal with overall oversight and responsibility for CEIAG

4.1.2. The SENCO and linked support staff

4.1.3. The International Business And Enterprise Coordinator

4.1.4. The Careers Coordinator in conjunction with the Head of PSHE and the member of the Leadership Team responsible for PSHE.

4.1.5. Learning Mentors

4.1.6. Pupil Premium Administrator and Coordinator in conjunction with the Assistant Principal with responsibility for Pupil Premium.

4.2. All staff contribute to careers education and guidance through their roles as tutors and subject teachers. The careers programme is planned, monitored and evaluated by the Careers and Progression Team in consultation with the Connexions Personal Advisor who provides specialist careers guidance.

4.3. Careers information is available in the Connexions Library, alongside a range of online resources used as an integral part of the PSHE programme of learning at Key Stage 3 and as part of collapsed events at Key Stage 4 +5. Administrative support is provided.

4.4. The careers programme includes careers education sessions, careers guidance activities (group work and individual interviews), information and research activities (using a wide range of stakeholders and also computer programmes), work-related learning (World of Work Day, targeted work experience in Key stage 4 and at Key stage 5), opportunities to meet and work with employers (Meet the Professionals on a half-termly basis), Business Mentors as well as education training providers and individual learning planning/portfolio activities.

4.5. Other focussed events e.g. Higher Education Fair are provided on an annual basis alongside attendance to local and national skills shows and open engagement with local college providers at Key Stage 4 and Post16 Opportunities Evenings and taster days.

5. Partnerships and resources

5.1. An annual Partnership Agreement is negotiated between the school, Capita Connexions Services and Peterborough Skills Vision identifying the contributions to the programme that each will make. The school also works closely with The Career Ready organisation to provide students in Post16 with Business Mentors, internships and a wide range of work related skills.

5.2. Funding for CEIAG is provided through the school's capitation.

6. Monitoring, Review and Evaluation of CEIAG provision

6.1. The Partnership Agreement with Capita Careers Service is reviewed termly. The programme is reviewed annually by the Careers and Progression Coordinator and the Personal Advisor, using the local quality standards for CEG to identify desirable improvements, and a report is submitted to the Leadership Team and Governors. Young people, staff, local employers and parents/carers will be

actively encouraged to be involved in all aspects of the monitoring, evaluation and review of IAG provision.

6.2. Delivery of the careers programme is monitored as part of the role of all staff and quality assured through student voice and the schools' lesson monitoring process. The CEG programme is reviewed annually by the CEIAG Coordinator and the Personal Advisor.

6.3. As a school we are committed to work with local and national partners to ensure we meet the highest standards of CEIAG provision. We currently ensure we have high quality CEIAG provision at all of our transition events (Key Stage 4 Pathways and Post16) with an open door policy to invite local colleges and training providers.

6.4. We have pledged to complete the two year Essex LA ROQA (Record of Quality Achievement) programme with our local and neighbouring authority to ensure monitoring review and development of CEIAG meets a national quality standard mark.

6.5. The school will measure the effectiveness of our careers and inspiration activity by considering both the attainment and the destinations of our students. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college.

6.6. We aim to help to close the gap in destinations between young people from disadvantaged backgrounds and others.

6.7. As a school we will also use the Destination Measures data, published by the Department for Education, to assess how successfully our students make the next stage of education or training, or move into employment.

6.8. We will evaluate activities and plan to record CEIAG activities so that students can appreciate a development of CEIAG opportunities and readiness for the next stage of education, training, or employment. The school is currently evaluating the optimum system to achieve this objective.

CEIAG PROGRAMME 2019/2020

JANUARY 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (Whole Yr Grp)	PSHE – The Real Game – Career and Lifestyle on-line programme over 8 weeks	Teachers	1
	9 (20)	Insight Programme at Cambridge Uni for HAL students	SKN to organise	7
	9 (100)	Eyes On The Prize UCP – Workshops exploring uni courses and careers	RPN & careers team	7
	9 (whole Yr Grp)	1:1 Career/Pathways meetings –	LGG/RPN	8
	9 (whole Yr Grp)	Pathways choices workshops –	BES (HEC from TYP)	2,4
	10 (whole Yr Grp)	Career Networking Event - 8 businesses/providers – speed dating style event with Q&A exploring career pathways –	AAE/SKN and PSS	3,5
	10 (2)	Bespoke Work Experience – one day per week	AAE	6
	11	Introduce NCS	NCS AAE	5,6,7
	12 whole Yr Grp	1:1 your future meetings	AAE	8
	13			8

FEBRUARY 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (8)	Froglife – Outdoor sessions	Froglife Staff and MHL	3
	8 (whole Yr Grp)	Career Investigator on line career programme – Part 1	RPN/LGG/AAE	2,3,4

	8 (10)	International Buddies (Italy)	AAE	
	9 (Whole Yr Grp) 9 (15)	Guess The professionals – students ask professionals various questions and have to guess their profession. International Buddies (Italy)	The Skills Service plus local businesses SKN/AAE AAE	3,4,5
	10			
	11			
	12			
	13			

MARCH 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (60PP) 8 (whole Yr Grp)	Metro Bank Enterprise/Finance Project Career Investigator/Pathways Part 2	Metro Bank Staff AAE/RPN AAE/RPN/LGG	4,5,6 2,3,4,8
	9			
	10 (50) 10 (30)	World Of Work Day 2 Roving Reporter	SKN UCP/Perkins/AAE/RPN	4,5,6 4,5,6
	11	PPE's		

	12 (15) 12 (20) 12	Milton Keynes Apprenticeship Fair Work Experience (one day per week) PPE's	AAE/LGG SWS/AAE	2,4,5,7 3,4,5,6
	13	PPE's		

APRIL 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (8) 8 (15)	Agents for Change Project exploring fake news and Insight Programme	AAE/Equaliteach SKN/AAE	7
	9 (Whole Yr Grp)	PSHE – The Bag Challenge	Teachers	1
	10			
	11			
	12			
	13			
MAY 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (15)	Blue Skies Inspire Programme	Jon Egging Trust/Raf	3,4,5,6,7
	9			
	10 (whole Yr Grp)	Mock Interviews	The Skills Service – Professionals from local businesses.	2,5,7
	11			
	12			
	13			

JUNE 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (Whole Yr Grp)	Career Investigator – Part 1	RPN/LGG/AAE	2,3,4
	7 All	Marine Engineering Workshops	STEM/Sea Cadets	2,4,5
	8 (15)	International Buddies - Spain	AAE	
	9			
	10 (15)	International Buddies – Spain	AAE	
	10 (Whole Yr Grp)	Careers Investigator	RPN/LGG/AAE	2,3,4,8
	11			
	12			
	13			
JULY 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (12)	Derbyshire Residential	KSN	
	8			
	9			
	10			
	11	NCS		5,6,7
	12 (Whole Yr Grp)	Work Experience for 2 weeks	AAE/SKN	2,4,5,6
	13			

SEPT 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (whole Yr Grp)	RAF PDT Day	RAF staff AAE/KSN	2,4,5,7
	7 (100)	Travelex Maths Challenge	Travelex Staff/SKN/AAE	2,3,4,5
	8 (70)	Career Investigator 1:1 Part 2	RPN/LGG/AAE	2,3,4,8
	9			

	10			
	11 (50)	1:1 Careers Interviews	Inspiring Futures	8
	11 (Whole Yr Grp)	Yr 11 Networking Event – Sector Specific	The Skills Service – Local Business Professionals/ AAE/SKN/RPN	2,4,5
	13			

OCT 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (100)	Metro Bank Finance Programme	Metro Bank Staff AAE/RPN	2,4,5,6
	8 (70)	Career Investigator 1:1 Part 2	RPN/LGG/AAE	2,3,4,8
	9			
	10			
	11 (50)	1:1 Careers Interviews	Inspiring Futures	8
	11 (whole Yr Grp)	Pathways Workshops	Brian Ennis (TYP)	3,4,7
	12			
	13			

NOV 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (70)	Career Investigator 1:1 Part 2	RPN/LGG/AAE	2,3,4,8
	9			
	10 (20)	Royal Sun Alliance – Finance Challenge	RSA staff/SKN/AAE	2,4,5,6
	10 (50)	The World Skills Show - NEC	RPN/LGG/AAE/SKN	
	11 (50)	1:1 Careers Interviews	Inspiring Futures	8
	11 (Whole Yr Grp)	PSHE – Barclays Life Skills Programme	Teachers	1

	12 (30)	Hidden Job Market Workshops	Future First Staff/Professionals from IGD	2,4,5,7
	13			

DEC 2019	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (6)	Community Christmas Lunch		
	8 (70) 8(Half Yr Grp)	Career Investigator 1:1 Part 2 Ducks Challenge	RPN/LGG/AAE The Skills Service/SKN/AAE	2,3,4,8 4,5
	9			
	10 (Whole Yr Grp)	PSHE – Worldskills Careers Lessons – CV Writing	Teaching Staff	1
	11			
	12			
	13			

JAN 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (Whole Yr Grp) 8 (100)	PSHE – The Real Game Eyes On The Prize UCP – Workshops exploring uni courses and careers	Teaching Staff UCP staff/RPN/SKN/AAE/LGG	1 4,7
	9			
	10 (Whole Yr Grp)	Business Network Event	The Skills Service/AAE/SKN/RPN	2,3,4,5
	11 (Whole Yr Grp)	Mock Interviews	The Skills Service/AAE/SKN/RPN	2,3,4,5
	12 (Whole Yr Grp)	Your Future – One to one meetings	AAE	8
	13			

FEB 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7	Froglife	Froglife Staff/MHL	
	8			
	9 (Whole Yr Grp)	Guess The Professionals	The Skills Service/AAE/SKN	3,4,5

	10			
	11			
	12			
	13			

MAR 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8 (60 PP)	Metro Bank Enterprise Project	Metro Bank Staff/RPN/AAE	2,4,5
	9			
	10 (50)	World Of Work Day 2	SKN/AAE	2,4,5,6
	11			
	12			
	13			

APR 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8			
	9 (Whole Yr Grp)	PSHE – The Bag Challenge	Teaching staff	1
	10			
	11			
	12			
	13			

MAY 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			
	8			
	9			
	10 (Whole Yr Grp)	Mock Interviews	The Skills Service – Local Business Professionals	2,4,5
	11			
	12			
	13			

JUNE 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7 (Whole Yr Grp)	Career Investigator – Part 1	RPN/LGG/AAE	2,3,4
	8			
	9			
	10 (Whole Yr Grp)	Careers Investigator	RPN/LGG/SKN/AAE	2,3,4,7
	11			
	12			
	13			

JULY 2020	Year Group	Event/Activity	Delivered By	Gatsby Benchmark
	7			

	8			
	9			
	10			
	11	NCS		5,6,7
	12 (Whole Yr Grp)	Work Experience	SKN/AAE	2,3,4,5,6
	13			

Benchmark		Description
1	A stable careers programme	Every school and college should have an embedded programme of career education that is known and understood by pupils, parents, teachers and employers.
2	Learning from career and labour market information	Every pupil, 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.
3	Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every pupil 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.
6	Experience of workplaces	Every pupil 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.

7	Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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 or career choices are being made. They should be expected for all pupils but should be times to meet their individual needs.

FACULTY CAREERS CHAMPIONS	
Maths	Iuliana Chiriac
Science	Dr Rachel Causey
English	Ethan Conor
MFL	Helen Beckingham
PE	Wayne Bradley
Social Science	Allison Mayfield
Humanities	Jade Berry
Design Technology	Johanna Brooks
Art	Katy Fawkes
Performing Arts	Adam Billitt
ICT	Andy Walton-Whitelock
Business	Sarah Bates

Funding and support for the programme available through:

Careers Enterprise Company

TYP (NEACO)

University Outreach Programmes

Peterborough Skills Services

