



## **Introduction**

Conyers School has a statutory duty (Education Act of 2011) to secure independent careers guidance ensuring that all registered pupils in Years 8-13 have access to independent, accurate and impartial information advice and guidance. We aim to meet the eight Gatsby Benchmarks for Good Career Guidance by maintaining a Compass tool score of more than 90%.

Governors recognise that to meet this statutory requirement we must ensure that the independent careers guidance provided:

is presented in an impartial manner

includes information on the range of education or training options, including apprenticeships and vocational pathways

is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

## **Aims**

Our aim at Conyers is for all students to achieve their personal best. In careers education, this translates as every student making informed choices for progression. We will support students in making such well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including

provide opportunities to inspire students through real-life contact with the world of work;

develop enterprise and employability skills including skills for self-employment; support inclusion, challenge stereotyping and promote equality of opportunity;

encourage students to see career development as a life-long process;

develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);

ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;

provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces; support social mobility by improving opportunities for all students and

be embedded into subjects across the curriculum.

## **Commitment**

The aim of our careers provision is to raise our students' aspirations; to broaden their horizons; to inspire and to empower them to make informed, realistic decisions at key transition points in learning and work.

Conyers has a statutory duty to ensure that all students are provided with independent careers guidance from Year 8 to Year 11. This independent guidance includes employer talks, mentoring, and access to online and telephone support.

Personal guidance is provided by our CIAG Officer J. Croft who has a L6 Diploma in Careers Guidance and Development. Additional careers guidance is provided by Youth Direction for targeted students.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

Conyers is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education and complies with the Baker Clause (Provider Access Legislation).

This is differentiated to suit the needs of each

appropriate skills,

experience and qualifications;

opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;

at least one meaningful encounter with an employee or employer each academic year

have access to good quality LMI and be supported to use this data to inform their decisions.

## **Implementation**

### **Senior Leadership Team**

The Headteacher/Director of Quality Assurance at Conyers will take overall responsibility for the application of this policy, monitoring the quality of provision in relation to individual student learning outcomes.

### **Management**

The Careers Leader will be responsible for the day to day application of the policy working with staff as appropriate to ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to WRL and report to the member of the Senior Leadership Team in relation to changes required to policy or practice. The Careers Leader will plan a careers programme that spans all eight Gatsby Benchmarks.

### **Roles and Responsibilities**

There is a careers team of key staff who each have specific roles:

Mr S Pickering, Assistant Headteacher, Director of Quality Assurance assumes overall responsibility for the Careers Programme and line management of key staff.

Mr L. Matterson, Careers Leader; responsible for the provision and monitoring of, a planned CEIAG programme.

Ms J. Croft, CIAG Officer (Level 6 qualified)

The LGB Quality of Education panel take collective responsibility for overseeing the quality of careers guidance and supporting employer engagement.

Conyers is supported on a strategic level by a TVCA Careers and Enterprise Coordinator and a Tees Valley Careers Hub Lead

All Conyers staff contribute to careers through their roles as tutors and subject teachers.

Youth Direction ('Opportunities') provide additional careers guidance interviews and one to one support for targeted students.

Conyers work with the Local Authority and a range of voluntary / statutory agencies to identify and support students who are in need of targeted support and those at risk

of not participating post-16. This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need.

### **Careers Leader**

The Careers Leader will take responsibility for the implementation of the policy to ensure equal opportunity for all students. They will be responsible for the day to day application of the policy working with teachers, support staff and external agencies to ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to WRL and report to the member of the Senior Leadership Team in relation to changes required to policy or practice. The Careers Leader will ensure the careers programme spans all eight Gatsby Benchmarks.

### **Monitoring, review and evaluation**

Destinations data will be produced, analysed and reported to governors on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed regularly in relation to government policy by the member of the Executive Team responsible in conjunction with the Careers Leader as part of the whole-school self-assessment process and will be reviewed by leadership when any additions or amendments are made.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader.

### **Monitoring and evaluation**

The Conyers careers programme is delivered through the Personal Development programme and focus day programme, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme. Access to careers activities will be recorded via the Compass+ platform.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

Learning walks

Lesson observations

Questionnaires – students, staff, parents and carers, external partners

Focus groups – students and staff

Career participation tracker – Post 16/18 spreadsheet

Destination data

Evaluation activities are used to measure the impact of our career programme and inform future planning:

Evaluation activities include:

Analysis of destination data

Career participation dashboard – Compass+

Activity survey

Learning walks

Questionnaires – students, staff, parents and carers, external partners

Focus groups – students, staff.

Student evaluations of personal guidance interviews

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (DfE) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

The careers policy is reviewed on an annual basis by the Careers Leader.

### **Links with other policies**

This policy supports and is underpinned by key school policies including those for Teaching and Learning, Single Equalities, Highly Able, and SEND.

### **How it will be monitored**

As above

### **By whom**

Headteacher/Director of Quality Assurance

### **Review Date**

Annually, February

### **Review Assigned to**

Careers Leader

Executive Team (Headteacher/Director of Quality Assurance)

Conyers Local Governing