



Respect

Resilience

Responsibility

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Date: February 2025

Review Date: February 2026

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Woodlands, a planned, progressive programme of activities supports all students from year 7 - 11 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path.

Commitment

Woodlands Community College is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 7 – 11. Woodlands Community College endeavours to follow the ***National Careers Strategy: making the most of everyone's skills and talent*** (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

Aims

Woodlands Community College's Careers Education and Guidance policy has the following objectives in line with the Gatsby Eight Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for students to encounter employers and employees
- To support students in gaining work experience placements in year 10
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

Outcomes:

As a result of the above objectives the proposed outcomes of Woodlands Community College's Careers Education and Guidance policy are:

- To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and technical qualifications
- To develop enterprising and employability skills in students
- To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the careers education of students, including parents and carers.

Student Entitlement

Careers education and guidance (CEG) is an important component of the Curriculum and at Woodlands Community College, we fully support and resource the statutory requirement for a Careers Curriculum in Years 7 – 11.

Development

The policy was developed and is reviewed annually by the Leader of Careers and her Line Manager (Assistant Head Teacher) based on current good practice guidelines by DfES/ Ofsted and statutory guidance.

Links with Other Policies

- Health and Safety policy
- Safeguarding policy
- Trips policy
- Teaching and learning policy
- Visitors procedures
- PSHE Policy
- Equality and Diversity Policy
- The Baker Clause Policy – this policy in particular is closely linked to this policy reflecting the school's career provision and aims. Should be read alongside this policy.

Implementation of Careers Education

Woodlands Careers Education is delivered through PSHE lessons, Period R activities, assemblies, and KS3 and KS4 drop-down sessions/days. In addition, it is embedded within the subject curriculum, and students are encouraged to use relevant tools, such as Global Bridge, to profile their achievements and aspirations throughout each academic year, as well as through the Period R Values programme. Careers events, visits, workshops, and external visitors further support the Careers Education delivered both in and outside of school.

A key aim of the school is to strengthen the connection between careers and the curriculum. To ensure this is continuously embedded, the careers coordinator shares relevant opportunities with subject leads and closely monitors the delivery of career-related content across all subjects.

In Year 7 students are encouraged to build the mindset of working towards a positive future and to consider ambitions, visions and motivation for success. Opportunities for employer engagement via workshops, assemblies or school trips are offered from the start of KS3 and continue to build towards KS4.

In Year 8 students are introduced to employability through soft skills, communication skills and learning about constructive feedback.

In Year 9 the focus is on the world of employment and the relevant responsibilities, legislation, such as employment law and the equality act.

In Year 10, the aim is to develop students' soft skills, confidence, and resilience to support their future career pathways, including apprenticeships. Career-related lessons are delivered as part of KS4 subjects, alongside a Period R programme that features assemblies from colleges, universities, alumni, and a range of organizations such as Channel 4, Seta Apprenticeship Provider, and Speakers for Schools, which promotes virtual opportunities. Globalbridge is also used during ICT sessions to help students update their digital profiles. In addition, students take part in a variety of workshops, school trips, and career-related activities from different providers, as well as one-to-one appointments with the school's allocated careers advisor. Students will also have the opportunity to participate in a one-week work experience placement during the summer term. Alongside this, they can sign up for college taster days at five local colleges and will be consistently encouraged to attend additional taster sessions and the region's largest careers fair, the Solent Careers Hub's **'Your Future'** event.

In Year 11 students are introduced to recruitment skills such as communication, interview and presentation skills. The careers programme within PSHE time builds on the work covered in Year 10 where careers guidance is delivered through drop down sessions in which students will explore post-16 pathways, the local labour market, business formations and employability skills, CV Skills and equality, diversity and inclusion in the work place. Students also have the opportunity have access to the careers advisor on request, along with being allocated a mentor with whom they meet regularly. In year 11 students are provided with assemblies and presentations within the PSHE curriculum from all the local colleges and training providers as a follow on from Year 10.

Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Parents and carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to ensure parents are involved and these are available and easily accessed through links on the school website as well as shared on social media. Parents are kept informed with careers related information through letters, newsletters, open evenings and via social media posts.

Management

A named member of staff (The Careers Leader) co-ordinates the Careers curriculum and is responsible to his / her senior management line manager. Work Experience is also the responsibility of the Careers Leader.

All staff contribute to CEG through their roles as tutors, mentors and subject teachers.

The Careers curriculum is planned, monitored and evaluated by the Careers Leader.

The Careers Leader will liaise and consult with V H Careers Services to ensure that specialist careers guidance is available whenever required.

The Careers Leader is responsible for maintaining all careers resources, support and provision.

Monitoring Review and Evaluation

Feedback is gathered from students and tutors through online questionnaires to encourage further improvements to the careers provision. The programme is reviewed annually by the Careers Leader and his / her Leadership Team Line Manager. Changes and improvements to the programme are noted on the School Development Programme (SDP) along with timescales for completion.

The policy will be reviewed yearly against the following sources:

- Education Act, sub-section "Career Guidance"
- Southampton Learner Entitlement 2016
- The Gatsby Benchmark
- Student and staff feedback