



LOUGHBOROUGH High School

Policy Title: **Careers Education, Information, Advice and Guidance Policy**

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Approved By: The LHS Board

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Point of Contact (Reviewer): James Travis

1 Introduction

This statutory policy has been written in accordance with the ISI commentary

'2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that –

- *2(2)(e)(i) is presented in an impartial manner*
- *2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and*
- *2(2)(e)(iii) helps to encourage them to fulfil their potential'*

And with the Gatsby Benchmarks of best practice and CDI Framework.

2 Vision and Values

2.1 Overview

This policy is underpinned by our long-term vision and core values of students at LHS leaving as citizens who are inspired, empowered, connected, resilient and valued.

We are committed to implementing a careers programme which ensures that all pupils feel valued as individuals and promotes a holistic approach to Careers Education Information Advice and Guidance (CEIAG) which helps pupils form realistic aspirations for a changing world of work.

Our pupils are entitled to CEIAG that is progressive and cumulative and helps to prepare them for the opportunities, responsibilities and experiences of life. Good CEIAG will help them to develop the knowledge and skills needed to make successful decisions and manage transitions in learning, training and employment that suit their interests and abilities.

We are committed to providing this through our Futures programme which:

- Encourages our pupils to research, explore, experience and discuss their aspirations, abilities and skills
- Is impartial and confidential, and accessible to all pupils
- Gives advice regardless of race, sexuality, gender or religious beliefs
- Promotes equality of opportunity and challenges stereotypes
- Reflects the changing world of learning, training and employment
- Is well-resourced and appropriately staffed

2.2 Statutory requirements and expectations

Loughborough High School is committed to fulfilling its statutory duties in relation to pupil entitlement and CEIAG provision. Guidance material held or created by school will be regularly reviewed and maintained in liaison with appropriate staff to ensure a wide range of up-to-date reference materials relating to careers education and career opportunities, in line with the 1997 Education Act.

In line with the 2010 Equality Act and the school's policies on EDI, SEND and protected characteristics, impartial advice will be presented to students. LHS is committed to presenting information around careers in an impartial way. Careers advice, guidance and support are given with no bias or favouritism towards a particular education or work option. Library reference books, learning materials and electronic resources used to support students present information free from bias or stereotyping of particular roles, careers, courses or options to particular genders.

School works consciously to prevent all forms of stereotyping in the advice and guidance given to students to ensure that pupils of all background and diversity groups consider a wide range of careers.

At all points in their education, students are given careers advice, support and guidance regardless of race, sexuality, gender or religion.

Loughborough High School recognises the guidelines for good practice inherent in the Gatsby Benchmarks as well as the wide-ranging needs of pupils as members of a diverse community.

3 Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education. The Futures Programme is delivered by the Head of Futures within the PSHCE syllabus.

3.1 KS3

PSHCE

In Year 7 students are encouraged, through a series of tools on the Xello platform, to become more self-aware and explore careers that match to their interests, skills, personality, and learning styles. The concepts of job and careers is introduced, and students begin to explore labour market information.

In Year 8 students begin analysing and researching careers information relevant to their interests and studies. The theme of biases and assumptions is introduced with students reflecting on how this impacts their own career dreams.

The Year 9 focus is on supporting students as they research and consider their GCSE options. Initially students consider subjects against their enjoyment and ability before looking more deeply at the impact and consequences of their choices on future. Students are subsequently invited to examine the influences on their decision making such as people and environment, labour market, self-image, life stages, and values.

In addition to PSHCE lessons, students are further supported and given timely advice related to GCSEs options through the opportunity for taster lessons, and dialogue between students, teachers and parents.

3.2 KS4

PSHCE

The theme for Year 10 is employability; understanding the significance for employers and employees. Students evaluate what it means to be employable and the elements that contribute to this, including personal attributes, values, skills, strengths, and personality.

Additionally, students begin to explore A level options through a Year 10 Sixth Form Experience Week, where they follow a sixth form timetable trying out subjects that they are considering taking forward.

In Year 11 students investigate the various learning pathways post-16, including apprenticeships, applied vocational and technical qualifications, and further and higher education. The Year 11 Options Evening for students and their parents/carers follows up the learning in PSHCE.

Whether they intend to stay at LHS or not, students have access to individual support from the Head of Futures, Director of Sixth Form and Head of Year 11. If the path to a student's chosen career is best catered for outside of LHS, or the profile of the student is better suited to courses at a different institution then students are supported in their applications to different post-16 providers.

3.3 KS5

PSHCE

In Year 12 activities support the wider Sixth Form UCAS launch programme. Students look at the benefits of creating a back-up or contingency plan to build resilience in the face of unexpected outcomes such as lower A level grades or course rejections. They are also encouraged to research and use relevant tools on Unifrog to help with their career planning.

Key topics for Year 13 are issues related to transition to next steps. For university this includes learning about student finance and how to budget, and for the workplace crafting an effective CV and preparing for job interviews.

Futures Programme

Students in Sixth Form are supported through the Futures programme, which includes days off timetable dedicated to Futures research, such as 'Life After LHS' and 'UCAS Launch Day'. These days are supplemented by parent information evenings and Personal Statement workshops. Further on in the process students are supported with all aspects of Futures application including making choices, student finance and Summer advice.

3.4 Careers Interviews

All students are able to arrange individual appointments with the Head of Futures as required.

Additionally, the Head of Futures will support SLT and the Sixth Form team in meeting all pupils in Years 11 and 12 to discuss Sixth Form destinations, subject choices, pathways and career options. Every student application sent in Year 13 is done so on a one-to-one basis with a specialised member of staff.

3.5 Special Educational Needs

The Head of Futures is able to identify students with individual needs through liaising with the Head of Learning Support. The Futures Department is also able to access the individual learning plans of these students.

4 Management and Delivery

Loughborough High School recognises the importance of putting in place effective arrangements for the management and delivery of the Futures programme.

4.1 Roles and responsibilities

The Futures programme at LHS is holistic in nature and necessitates the involvement of a wide range of staff within school. In line with the aims of this policy, and as recognised by the new CDI Framework 2021, CEIAG focuses on a pupil's overall ongoing development.

The governing body are responsible for ensuring that the Futures programme presents information impartially, covers the many options available post-secondary and that guidance provided by Loughborough High School is in the best interest of its students, in line with the CDI Guide for School Governors and the Careers Guidance and Access for Education and Training Providers.

The Senior Leadership Team are responsible for maintaining a strategic overview of Futures provision in the school and for line-managing the Head of Futures (via the Director of Sixth Form).

The Head of Futures is a middle leader in the school responsible for the day-to-day leadership, management, overview and implementation of the Futures programme and all CEIAG provision in school.

The Director of Sixth Form, along with the Head of Futures and relevant Sixth Form staff, is responsible for advising and supporting students applying to UK universities.

Heads of Department and teaching staff are responsible for ensuring that their academic programmes of study and schemes of work highlight relevant and transferable skills that can be gained through studying their respective subjects, as well as highlighting and promoting Futures opportunities within their area of expertise.

Heads of Year and Form Tutors are responsible for supporting students in their everyday encounters with Futures provision, and for referring students to specialist staff as appropriate.

4.2 Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will ensure that

- Staff are up to date through appropriate INSET
- Relevant staff have access to the CDI Code of Ethics (www.thecdi.net/code-of-ethics)
- Specialist staff stay up-to-date through regular CPD and opportunities such as the annual UCAS conference

4.3 Funding and resourcing

Funding for Futures will primarily be accounted for through the annual department budget, agreed between the Head of Futures and the appropriate members of the Senior Leadership Team. There may be some overlap with other departments, such as Sixth Form and Academic Extension. LHS will also explore resources and input from external providers and experts where appropriate.

4.4 Teaching and Learning

In line with the CDI Framework and Careers in the Curriculum, LHS recognises the importance of creating rich learning environments and designing compelling learning experiences for students. Wherever possible we aim to highlight and spotlight the skills girls are developing for their future lives in a range of careers.

4.5 Information, advice and guidance

LHS is committed to presenting information around careers in an impartial way and to ensuring that students have access to career guidance provided by a career development professional, qualified to level 6 or above and who upholds the professional standards of the Career Development Institute.

4.6 Monitoring, reviewing, evaluating and reporting

The implementation of the Futures programme will be regularly reviewed and monitored through the annual quality assurance and appraisal of relevant staff. Relevant Senior Leadership staff will ensure that Schemes of Work reflect CEIAG in specific curriculum areas.

Student feedback on provision will also be sought.

Analysis of destinations for LHS Leavers will be conducted annually.

5 Stakeholders and Partners

5.1 Parents/Carers

LHS recognises the important role that parents have in their child's career development. LHS is committed to supporting parents in planning and decision-making, for example through parent-information evenings such as 'Life After LHS', 'Supporting your daughter through UCAS' and 'Student Finance Information Evening'. Parents are also kept up to date through the Futures newsletter. **5.2 Careers Support Agencies**

To support students with their post-secondary pathways, LHS may work with specialist support providers as required. These may include organisations and representatives providing support and guidance for studying overseas, taking gap years, apprenticeship organisations and providers of guidance software such as Unifrog and Xello.

5.3 Employers, community partners and learning providers

LHS is committed to working in collaboration with members of our school and parent community, local employers and universities, businesses and alumni to provide students with a wide-ranging understanding of concepts and issues related to the world of work, careers, planning and decision making. LHS works collaboratively with these groups in order to raise aspirations, broaden students' horizons and understanding of the world of work and provide opportunities for our pupils to be well equipped for a competitive job market.

Annexes

This CEIAG policy has been drawn up with reference to the following documents:

- Department of Education: Careers guidance and access for education and training providers (January 2023) [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Careers Development Institute Framework [CDI Framework - Career Development Institute \(the CDI.net\)](https://the CDI Framework - Career Development Institute (the CDI.net))