



Loving God - Caring for Each Other – Achieving Excellence

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

1. **Rationale**

At Crompton House we strive to achieve the best outcomes for all our learners by ensuring they get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.

A planned progressive programme of Futures (careers) activities supports students in choosing 14 to 19 pathways that suit their interests and abilities and help them to access and follow a career path, sustaining employability throughout their working lives.

2. **Commitment**

Crompton House endeavours to follow the statutory duty for governing bodies, school leaders and school staff laid out in the **Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE January 2023)**. Each year school leaders will review the latest guidance from DfE, DCSF, Ofsted and QCA to ensure we are meeting our full statutory requirements. **See Appendix 6 for a summary of the key points within the Sept 2024 Ofsted Handbook & Career Guidance.**

Crompton House School is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in years 7 to 13. The school is pursuing this through participation in the **Inspiring IAG Award** that provides a framework for delivering quality CEIAG to meet national statutory requirements as well as support quality assurance processes.

3. **Aims**

Crompton House Schools CEIAG policy has the following aims:-

- to develop students' self-awareness, understanding themselves as learners and developing skills for effective learning and increasing motivation
- to focus students on their future aspirations, encourage and support career exploration, make and adjust plans, and prepare for changes and transitions
- to promote inclusion, equality of opportunity, challenge stereotyping and understanding of influences and opportunities
- to encourage participation in continued learning including further and higher education and to develop enterprise and employment skills
- to reduce drop out from, and course switching in, education and training
- to contribute to the economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate personalisation
- to involve parents and carers and all stake holders in careers guidance

4. **Roles / Responsibilities and Accountability**

The headteacher is ultimately responsible for all aspects of the school curriculum and ensuring the CEIAG policy is effectively managed and implemented and that appropriate provision for CEIAG is made within the school budget.

Crompton House School has dedicated SLT links for IAG:

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



Mr J. Banks: Assistant Head - Curriculum Initiatives and Personal Development

Mr R. Smith: Assistant Head – Head of Sixth Form

Also involved in the CEIAG Core group are the PSHE co-ordinator, Work Related Learning co-ordinator and the school Careers Manager (Adele Fraser). The CEIAG Core group is accountable to the school governing body, headteacher and school senior leadership team.

The Core group will lead on and oversee the management and delivery of CEIAG, ensure quality assurance processes are in place, promote effective CPD, facilitate impartial careers guidance interviews, ensure involvement of all relevant stakeholders (students, parents, governors, staff and community/business links). Administrative staff are assigned to support the SLT core group members in supporting IAG.

The KS3 careers programme is planned, monitored and evaluated by the Assistant Head in charge of Personal Development, the PSHE co-ordinator and other members of the core group. PSHE lessons are Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The KS4 careers programme is planned, monitored and evaluated by the Assistant Heads for Upper School and Personal Development plus other members of the core group. The careers programme is delivered through planned form time activities and further careers activities and drop-down days. The programme delivery is Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The KS5 careers programme is planned, monitored and evaluated by the Head of Sixth Form and other members of the core group. The programme delivery is Quality Assured by the Assistant Head in charge of Personal Development as part of the whole school Quality Assurance provision.

The Independent Careers advisor works across all key stages and works closely with core group members to target support and assist with careers development, communications and support for community members. This also includes keeping Core group members up to date with new initiatives and support strategies.

All staff contribute to CEIAG through their roles as tutors and subject teachers

The governing body will designate a link governor to liaise with and challenge the Core group – the current governor links are Cat O’Gara with Steve Wilcox

5. Student Entitlement

Careers Education, Information, Advice and Guidance (CEIAG) is an important component of the 14-19 Curriculum and at Crompton House School, we fully support the statutory requirement for a programme of careers education in Years 7 – 11. A statement of entitlement is posted on the school website.

For Student Entitlement document refer to Appendix 1

6. Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the Future Ready 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.

The school ensures that careers (Futures) guidance is impartial through employing a dedicated careers guidance professional. Action plans demonstrate the Careers Manager is supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. The Careers Manager targets support to students at certain key strategic points during the school year to meet students’ needs (e.g. preparation for GCSE or A Level option subjects or offering advice regarding next steps). Core groups and those at risk of being Not in Education, Employment, or Training (NEET) are targeted for intensive support with the Inclusion team and the Independent Careers advisor. This is mirrored with our partnership agreement with Positive Steps.

See Appendix 2

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7. Implementation of Careers (Futures) Education

Careers (Futures) Education is embedded in the curriculum across years 7-13 comprising: Form tutor time and 6th form mentoring; work-related learning occurs within PSHE in years 7-13; Option pathways and guidance interviews; careers fairs; work experience; drop-down days and enterprise activities; leadership and skills/character development (e.g. DofE, Oldham Pledge, EPQ); and Independent careers advice and guidance provided through Positive Steps.

All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about and develop the skills that can be applied in different jobs. All students can opt to study GCSE Business Studies if desired.

Students with learning needs have access to appropriate courses of study including work skills, practical numeracy and communication studies.

All students have access to relevant and up-to-date information on further and higher education, apprenticeships and a wide breadth of career possibilities and information to support decision-making in the school Learning Zone and in the Sixth Form Centre.

We encourage independent learning skills across the curriculum through embedded use of Doodle learning.

See Appendix 4: CEIAG Map across the Curriculum

8. The Oldham Pledge

Crompton House continues to be part of the local scheme, the Oldham Pledge, in partnership with the Local Authority (LA), Oldham Sixth Form College, Children's University (CU), Duke of Edinburgh's Award (DofE) and the Oldham Enterprise Trust. Many of Oldham's schools are involved in the Pledge.

The Oldham Pledge is a series of 14 pledges that each student in Year 7-8 can undertake, which promote aspirations and opportunities for children and young people to develop key character traits, supporting every child to be school ready, life ready and work ready.

The Oldham Pledge is a direct action from the **Oldham Education and Skills Commission Report 2016** and highlights the importance of supporting every child to grow into well rounded, confident citizens who can succeed as individuals and contribute to their community. It also states that every child in Oldham should expect to "experience life through a broad & exciting curriculum, both inside and beyond school and college".

See Appendix 5 for a full list of the 14 pledges

9. Parents and carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through school website, letters, newsletters, and at open evenings. Parents are welcome at careers interviews and, where necessary, are invited. We further involve parental voice through the use of survey questionnaires and information evenings.

10. Partnerships

A partnership agreement is ongoing with Positive Steps who provide independent careers advice and vital information on students with potential for becoming NEETS (Not engaged in Education, Employment or Training), detailing the contributions to the programme that each will make.

For Positive Steps partnership agreement refer to Appendix 2 and Appendix 3 for Details of Partnerships with External Community

Other links with local 14-19 Providers are made when required. As are links with the local Alliance for Education and Business, Aim-Higher, Post 16 and 18 destinations. Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings).



11. Staff Development

Staff are resourced and equipped for the delivery of work-related learning in years 7-11. Schemes of Work are developed by the PSHE co-ordinator, and also drawing on expertise from the head of Business Studies and the pastoral team. Meeting time is given to this termly.

Members of the Core CEIAG group keep up to date with latest information and training provided online and through CPD opportunities and termly meetings. Attendance at events provided by the National Careers Service.

Regular conversations between the school Careers Manager and Positive Steps Careers Advisor review school provision and explores all possible training opportunities.

Funding for staff training is made available through the school CPD budget that is managed by the Assistant headteacher for external CPD. The school will endeavour to meet training needs within a reasonable period of time and link to school priorities.

12. Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between careers provider(s) and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the SLT Futures Leader or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the school Learning Zone Futures (Careers) Resources section, which is managed by the school librarian. The Learning Zone is available to all students at lunch and break times.

13. Links with other Policies

The CEIAG policy supports and is underpinned by key school policies including: Curriculum, Teaching and Learning, Assessment, Recording and Reporting Achievement, Citizenship, PSHE, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented and Special Needs.

Useful Links and Resources

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

<http://www.goodcareerguidance.org.uk/evaluation-tool>

<https://www.careersandenterprise.co.uk/>

http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

<http://www.outstandingcareers.co.uk/ofsted-inspection-handbook/>

<http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

<https://www.education-ni.gov.uk/articles/careers-education>



CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

1. Policy Review

The policy will be reviewed annually by the CEIAG core group members and will encompass best practise from the Inspiring IAG framework and other national advice and guidance from the DfE, DCSF, Ofsted and QCA as it appears. Changes and improvements to the programme are entered into the Departmental Improvement Plan along with timescales for completion. It is also referenced in the school IAG action plan

Opportunity throughout the year will be made for staff, student and parent consultation on the provision of CEIAG and review of the CEIAG policy.

The CEIAG action plan will be aligned with the School Improvement Plan (SIP) to ensure that the Careers Education and the staff involved are fully supporting whole school aims.

The policy will be presented to the governing body annually for review and adoption.

CEIAG Policy last reviewed and adopted: October 2023

CEIAG Core group:	Mr J Banks	Assistant Head
	Mr R Smith	Assistant Head
	Mrs A. Fraser	Positive Steps Careers Manager
	Mrs S. Ward	Head of PSHE

Document CSC-CEIAG October 2022/October 2024

Date: October 2024

Date of next review.....October 2025



Statement of Entitlement

As students at Crompton House School you are entitled to receive a programme of careers education, advice, information and guidance

Your IAG programme will help you to:

- ✓ Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- ✓ Find out about different courses, what qualifications you might need and what opportunities there might be
- ✓ Develop the skills you may need for working life
- ✓ Make realistic, but ambitious, choices about courses and jobs
- ✓ Develop a plan of action for the future
- ✓ Understand the different routes after Year 11 including training, further and higher education and jobs
- ✓ Be able to make effective applications for jobs, training and further and higher education
- ✓ Develop your interview skills
- ✓ Improve your confidence

You will receive:

- ✓ Careers focussed lessons
- ✓ Collapsed Year group activities
- ✓ Guidance in form time
- ✓ Access to the careers library – information is available in books, videos, leaflets and on computer – ask for help
- ✓ Interviews with the Independent Careers Advisor and signposting to relevant information
- ✓ Work experience
- ✓ Other careers workshops, external visitors and signposting to future career pathways. You will also be given the opportunity to have taster lessons before option choices a careers fair as well a Post-16 A level tasters.

You can expect to be:

- ✓ Treated equally with others
- ✓ Given careers information and advice that is up to date and impartial
- ✓ Treated with respect by visitors to the school who are part of the careers programme
- ✓ Given extra help if you require it



Positive Steps Partnership Agreement (main sections now this is limited)

Objective	Positive Steps Responsibilities	School Responsibilities
To identify the cohorts of Targeted students for each school Year group	<ul style="list-style-type: none"> ▪ Meet with SENCO to review SEN register ▪ Meet with LAC designated teacher to maintain accurate records and review progress of LAC ▪ Identify students who are in the Criminal Justice system ▪ Identify students who are teenage parents or parents to be ▪ Identify students who are in danger of becoming NEET after Key Stage 4 ▪ Keep IYSS database up to date by reviewing support levels therefore ensuring young people are receiving the correct level of support 	<ul style="list-style-type: none"> ▪ SENCO to meet with Adele to provide details of students with a Statement/EHCP or on the SEN support register ▪ LAC designated teacher to meet with Adele to provide details and review progress of LAC ▪ Ensure systems are in place to refer students at risk of becoming NEET to Adele; using indicators such as attendance, behaviour, caring responsibilities, substance misuse, pupil premium, accessing alternative curriculum ▪ Provide regular and timely information on students joining or leaving the school register
Publicising IAG Services	<ul style="list-style-type: none"> ▪ Provide a Positive Steps website outlining service provision ▪ Display information in school about the availability and location of CEIAG services 	<ul style="list-style-type: none"> ▪ Provide suitable space for IAG notices to be displayed – notice board to be allocated in Y11 space ▪ Ensure pupils know which school staff provide CEIAG services and how to access them
Drop-in Sessions	<ul style="list-style-type: none"> ▪ Promote and hold open access sessions to give opportunities for CEIAG where required ▪ Provide weekly open access/drop-in sessions outside of teaching hours 	<ul style="list-style-type: none"> ▪ Promote and ensure access to a suitable location to hold such sessions
PSHEE/Career Education Curriculum		<ul style="list-style-type: none"> ▪ Plan, deliver and evaluate a careers education programme, including supporting students in considering post-16 options
Work with Parents	<ul style="list-style-type: none"> ▪ Attend a parents evening in Year 9, 10, 11, 12 & 13. 	<ul style="list-style-type: none"> ▪ Organise and arrange parents evening and invite Advisers ▪ Publicise availability of Adele at the parents evening by including in letter/list of available staff to parents ▪ Provide Adele with school calendar
Evaluation	<ul style="list-style-type: none"> ▪ Complete a focus group with a small group of students in March of Y11 facilitated by an Adviser from another school ▪ Discuss findings with school and agree actions as appropriate 	<ul style="list-style-type: none"> ▪ Facilitate access to a small group of Y11 in order to complete focus group ▪ Meet with Adele to discuss findings and agree actions as appropriate



Year 10

Objective	Students	Positive Steps Responsibilities	School Responsibilities
<p>To make students aware of post-16 pathways</p>	<p>Targeted:</p>	<ul style="list-style-type: none"> ▪ On-going support as requested and to be seen 1:1 a minimum of once a year (Summer Term) ▪ Attend LAC review meetings and PEP meetings where possible ▪ Prioritise LAC for one to one interventions ▪ Contribute any career action plans to the development of PEPs 	<ul style="list-style-type: none"> ▪ Optimise attendance of individual interviews by advertising times and tutors reminding students at registration ▪ Invite Adele to LAC review meetings and PEP meetings where possible ▪ Include any career action plans in the development of PEPs
	<p>Universal:</p>	<ul style="list-style-type: none"> ▪ Issue next steps questionnaire to assess need and prioritise young people ▪ Use information from key staff to prioritise need ▪ Support with Year 10 taster day ▪ Begin offering 1:1 appointments in Summer Term 	<ul style="list-style-type: none"> ▪ Facilitate the agreed IAG interventions in relation to raising awareness of post-16 pathways ▪ Facilitate the distribution and return of next steps questionnaire
<p>To support students with a Statement/EHCP</p>	<p>Targeted:</p>	<ul style="list-style-type: none"> ▪ Attend SEN Reviews where appropriate (dependent on allocated day) ▪ Attend interim reviews as appropriate ▪ Produce a CGI (Career Guidance Information report) prior to an SEN Review ▪ Contribute to conversions of Statements to EHCPs where appropriate 	<ul style="list-style-type: none"> ▪ Invite Adele to SEN Reviews ▪ Arrange for Adele to be provided with copies of SEN reports ▪ Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan



Year 11

Objective	Students	Positive Steps Responsibilities	School Responsibilities
<p>To ensure that young people have made well-informed, realistic decisions about their post-16 options</p>	<p>Targeted:</p>	<ul style="list-style-type: none"> ▪ Young people to be seen a minimum of three times a year ▪ Attend LAC review meetings and PEP meetings where possible ▪ Prioritise LAC's for one to one intervention ▪ Contribute any career action plans to the development of PEPs year 	<ul style="list-style-type: none"> ▪ Optimise attendance of individual interviews by advertising times and tutors reminding students at registration ▪ Allow targeted students in Y11 to have access to CEIAG services as appropriate to their needs ▪ Invite Adele to LAC review meetings and PEP meetings where possible ▪ Include any career action plans in the development of PEPs
<p>To ensure that the September Guarantee is met for all Year 11 students</p>		<ul style="list-style-type: none"> ▪ Process applications status reports from local colleges ▪ Record on IYSS database ▪ September Guarantee for all Y11 and monitor on a monthly basis ▪ Advisers to target young people who have not had their September Guarantee met on an on-going basis 	<ul style="list-style-type: none"> ▪ School to share with Adele any information they have regarding Post 16 offers made to young people
<p>To support students with a Statement/EHCP</p>	<p>Targeted:</p>	<ul style="list-style-type: none"> ▪ Attend SEN Reviews where appropriate (dependent on allocated day) ▪ Attend interim reviews as appropriate ▪ Contribute to conversions of Statements to EHCPs where appropriate ▪ When a student has made an application to a college or training provider a copy of the CGI needs to be sent to them 	<ul style="list-style-type: none"> ▪ Invite Adele to SEN Reviews ▪ Arrange for Adele to be provided with copies of SEN reports ▪ Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan
<p>NEET – 0.5% & 0.0%</p> <p>Unknown – 0% and 0%</p> <p>Participation – 99% and 99%</p>		<ul style="list-style-type: none"> ▪ Undertake all the responsibilities outlined in the Delivery Plan <p>Over the summer:</p> <ul style="list-style-type: none"> ▪ Track destinations of Year 11 leavers ▪ Continued support for Year 11 leavers ▪ Organise handover to relevant Community Advisers including those from outside the borough ▪ Provide duty system at local offices where Y11s can drop in and be seen by an Adviser 	<ul style="list-style-type: none"> ▪ Undertake all the responsibilities outlined in the Delivery Plan

Year 13

Objective	Students	Positive Steps Responsibilities	School/ College Responsibilities
To support retention in Year 13	Targeted:	<ul style="list-style-type: none"> Identify the target group Identify and monitor potential NEET's Agree a referral process for the target group Provide CEIAG to the target group Promote the service available to the target group 	<ul style="list-style-type: none"> Support Adele in identifying the target group Support Adele in identifying students at risk of becoming NEET Agree a referral process with Adele for the target group Promote the service available to the target group Facilitate the agreed IAG interventions
	Universal:	<ul style="list-style-type: none"> Self-referrals and referrals via tutors 	<ul style="list-style-type: none"> Facilitate the agreed IAG interventions
To support students with a Statement/EHCP	Targeted:	<ul style="list-style-type: none"> Attend SEN Reviews where appropriate (dependent on allocated day) Attend interim reviews as appropriate Produce a CGI (Career Guidance Information report) prior to an SEN Review Contribute to conversions of LDAs to EHCPs where appropriate When a student has made an application to another college or training provider a copy of the CGI or updated LDA (if they already have one) needs to be sent to them 	<ul style="list-style-type: none"> Invite Adele to SEN Reviews Arrange for Adele to be provided with copies of SEN reports Liaise with Adele in relation to changes as a result of introducing the new Code of Practice and Education, Health and Care Plan
To ensure that young people have made well-informed, realistic decisions about their post-18 options	Targeted:	<ul style="list-style-type: none"> To provide IAG to the target group with a focus on positive progression 	<ul style="list-style-type: none"> Facilitate the agreed IAG interventions
	Universal:	<ul style="list-style-type: none"> Self-referrals and referrals via tutors 	<ul style="list-style-type: none"> Facilitate the agreed IAG interventions
To support progression for all Year 13 leavers	Targeted:	<ul style="list-style-type: none"> Provide an offer of IAG to all target group with an aim of securing a positive destination for all 	<ul style="list-style-type: none"> Identify those students who are not applying for HE
	Universal:	<ul style="list-style-type: none"> Self-referrals and referrals via tutors 	<ul style="list-style-type: none"> Identify those students who are not applying for HE Provide destination information for completers



CEIAG Map across the Curriculum

Year	PSHE Content	PSHE Content	How is it monitored?	Other CEIAG related activities
Year 7 <ul style="list-style-type: none"> • 1 lesson every 2 weeks • 18 GLH 	PSHE Wider World learning year 7 Outline of content An introduction to the world of work (16 -18 lessons) Needs and wants (3) What do we need to survive? What are our wants? How much do things cost? How much do jobs pay? An introduction to jobs (2) What are the different types of job in school? What does each job involve? What are our job aspirations? (2) What would we like to do as a job? What skills and qualities are required? What qualifications do you need? How realistic are our job aspirations? An interview with a worker (2) Guest speakers Investigate what is involved with different jobs Personal presentation at work What do people wear at work and why? (2) Investigate different clothing for different jobs Health and safety at work (2) Pay and the payslip (1) Prejudice and discrimination at Work (2) My Job Linking all the above aspects into the job/jobs that interest me the most		Whole school QA	<ul style="list-style-type: none"> • Student Council • Oldham Pledge
Year 8 <ul style="list-style-type: none"> • 1 lesson every 2 weeks • GLH 	Work Related learning year 8 Outline of content The financial world of work (7 lessons) The skills needed for work (11 lessons) Budgeting (2) Planning a simple budget Why do a budget? Finance and banking (3) Savings and loans Interest rates Bank accounts Credit/debit cards Technology and finance Taxation and national insurance (2) Personal allowances Different types of tax			<ul style="list-style-type: none"> • Student Council • Oldham Pledge • Go4Set enterprise



	<p>What is tax for?</p> <p>Self-esteem how does it help us achieve? (1)</p> <p>The importance of resilience (1)</p> <p>Communication skills (2)</p> <p>Being aspirational (1)</p> <p>Social media – preparing for work (1)</p> <p>The dangers of social media at work</p> <p>Using social media to obtain work.</p> <p>Enterprise skills (5)</p> <p>Dragons den competition for the whole year group</p>		
<p>Year 9</p> <ul style="list-style-type: none"> • 1 lesson every 2 weeks • 12 GLH 	<p>Work Related learning year 9</p> <p>Outline of content</p> <p>Choosing my options (start program) (7 lessons)</p> <p>Introduction to your learning journey</p> <p>An introduction to your GCSE's</p> <p>Where could my GCSE's take me?</p> <p>Choosing my options</p> <p>The options process at CHS</p> <p>Which job suits my interests/work preferences?</p> <p>Applying for jobs (11 lessons)</p> <p>Employability skills</p> <p>The recruitment process</p> <p>Producing a CV (2)</p> <p>Filling in application forms</p> <p>Letters of application</p> <p>Interview technique (2)</p> <p>Competition – Applying for a job. (3)</p>	<p>Students explore learning styles, preferences and personal motivation.</p> <p>Students work through guidance booklets on choosing options and respond to key questions (agony aunt columnist)</p>	<ul style="list-style-type: none"> • GCSE Options guidance with SLT, HOY, AHOY, CTLs • Option pathways • Parents Information Evenings • Careers fair

Year	WRL Activity	
<p>Year 10 & 11 Combined WRL and Personal Development Year 10 1 extended form period every 2 weeks 18 GLH</p>	<ul style="list-style-type: none"> • Form-related activities and tutor support • Student Council • Post-16 options guidance interviews • Sixth Form Taster days • Work Experience week • Careers fair in Years 10 and 11 • Parents Information evenings • Independent careers advice and guidance provided through Positive Steps. • Students explore the process of applying for a job including: <ul style="list-style-type: none"> Job Adverts & Person specifications Creating a CV & personal statements • Letters of application • START programme • Strategic use of Elevate Education 	<ul style="list-style-type: none"> • Student Council • Enterprise activities • START programme



	<ul style="list-style-type: none"> • Year 11 Latics Day • Mock Results Day 	
	Sixth Form - WRL Links	
Year 12 & 13	<ul style="list-style-type: none"> • Form tutorials: Personalised and specialised mentoring and guidance for years 12 and 13 • Student Councils • EPQ and Leadership development • Year 12 2-week sabbatical + Work Experience • 1-1 interviews with Positive Steps link • Careers fair in Year 12 • Years 12 and 13 Higher Education days • Mock Interviews for Year 13 HE students • Year 12 and 13 Extended Project Qualification (EPQ) or the Leadership Project. • Independent careers advice and guidance provided through Positive Steps. • Mock results Day • Year 12 and 13 HE awareness days • Student finance assembly • University visits and Oxbridge support • Motivational speakers • Year 12 Medlink course at Manchester university • Year 12 Safe driving morning at Middleton Arena • Parents Information Evenings • Employability skills workshop • UCAS and Personal Statements morning 	



The Oldham Pledge – passport to success

The Oldham Pledge: passport to success' aims to ensure all students in Oldham has the support and opportunities to develop essential skills and character traits universities and employers are looking for. The 'Pledge' contains 14 tasks which all students are required to complete:

1. To attend regular enrichment activities within your place of learning.
2. To attend regular enrichment activities beyond your place of learning.
3. To take responsibility for your own health and wellbeing.
4. To actively look for and pursue reading opportunities.
5. To actively engage in the world of work and to be moneywise.
6. To actively engage in fundraising events.
7. To actively engage in an outward-bound activity or residential.
8. To take part in a presentation or performance to an audience.
9. To attend sporting and creative events.

10. To be involved in a volunteering or leadership role in or beyond your place of learning.
11. To be involved in a cultural or international experience.
12. To contribute to environmental sustainability.
13. To be involved in a democratic process.
14. To use digital technology to enhance learning.



Summary of key points within:

'Careers guidance and access for education and training providers' (DfE, Sept 2022)

Evidence of a successful school careers guidance programme will be:

- ✓ **Successful implementation of the Gatsby Charitable Foundation's Benchmarks.** These benchmarks must be fully implemented by the end of 2020. These 8 benchmarks are:
 1. **A stable careers programme:** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. It must be published on the school website and regularly evaluated with feedback from all stakeholders.
 2. **Learning from career and labour market information:** By the age of 14, every student, 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:** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
 4. **Linking the curriculum learning to careers:** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
 5. **Encounters with employers and employees:** Every student from year 7 to 13 should have at least one encounter with employers each year to learn from employers about work, employment and the skills that are valued in the workplace – some of these encounters should be with STEM employers. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
 6. **Experiences of workplaces:** By the age of 16, every student 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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
 7. **Encounters with further and higher education:** By the age of 16, all students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
 8. **Personal guidance:** Every student should have opportunities for guidance interviews with a career 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 study or career choices are being made.

Each benchmark is explained and exemplified in greater detail on pages 14 to 38 of the DfE guidance document.



CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

- ✓ **The appointment of a named Careers Leader** (a legal requirement from September 2018). They must be suitably trained and will be responsible for overseeing the delivery and publication of the school careers programme encompassing all 8 Gatsby benchmarks in coordination with external support and independent careers guidance. Legal requirements already in force include:
 - **As from September 2012:** Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
 - **As from January 2018:** Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
 - **As from January 2018:** Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- ‘Compass’ is a free self-evaluation tool for schools that is available for the Careers Leader to assess how the school career guidance performs against the Gatsby Benchmarks. This can be accessed via:
<http://www.goodcareerguidance.org.uk/evaluation-tool>
- ✓ **Higher numbers of pupils progressing to positive destinations** such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.

The role of the governing body:

- To ensure that all students in years 8-13 receive independent careers guidance in an impartial manner, including the range of education or training options, including apprenticeships and technical education routes.
- To ensure a policy statement is published that sets out the arrangements for careers advice and guidance.
- To provide clear advice and guidance to the head teacher on which the school can base a strategy for careers education and guidance that meets its legal obligation.
- To appoint a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

OFSTED HANDBOOK Updated 16 September 2024

Evaluating Personal Development

The school “supports readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance”.

‘Good’ criteria directly referencing careers provision.

- Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.



Provider Access Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997

Management of provider access requests

Opportunities for access

Our provision (see Appendix 4 CEIAG map) includes various opportunities for students to access a range of events. These are integrated into the schools careers programme and curriculum and are, therefore, delivered internally with contribution from external providers where appropriate.

Procedure

Local providers are invited to key relevant events e.g. Careers Fairs. External providers interested in coming into school should contact Mr J.Banks, Assistant Head (Curriculum & Personal Development) via email: j.banks@cromptonhouse.org to discuss the nature of the visit and identify the most suitable opportunity. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature for display in our school Learning Zone – careers resources section. The Learning Zone is available to all students