



**Outcomes
First
Group.**

Careers and Work Experience Policy

The Tower School
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1.0 INTRODUCTION

This document sets out the responsibilities and expectations for all members of the school community in relation to careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff.

ACEG framework for careers and work related education and in accordance with the Independent School Standards – Part 1, 2 (2) (e) parts i,ii,iii. safeguarding and promoting the wellbeing of pupils and young people at The Tower School.

The Tower School is an independent day school providing specialist education for pupils and young people aged 11 – 19 with a primary diagnosed need of Autism, higher functioning or Asperger's

Syndrome. Many will also have other diagnosed needs that may impact on their communication skills and relationships.

Implementation: Implementation is monitored by the Safeguarding Team and Senior Leadership Team supported by the Governing Body

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 POLICY

The Tower School offers a broad and balanced curriculum and aims to provide Careers Guidance which is:

- Accurate and up to date
- Presented in an impartial manner
- Enables them to make informed choices about a broad range of career options
- Helps to encourage them to fulfil their potential

At The Tower School, we recognise and celebrate that all of our young people are different and as a result their education and career pathways will be planned on an individualised basis. Careers education for pupils at The Tower school will be relevant, specific, planned, and delivered carefully to meet their individual needs.

Our provision for post-16 students is personalised and considers the individual needs of each pupil.

For this reason, we offer a variety of routes and opportunities which are further detailed in our curriculum policy.

Post-16 students can access:

- Further opportunities to study BTEC programmes
- Opportunities to re-sit GCSEs/Functional Skills or take additional GCSEs
- Work experience opportunities

The Gatsby Benchmarks

We use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and to ensure we fulfil our legal duties. For further information, please refer to our action plan.

The Gatsby 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.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	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.	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their pupils.</p>

3.Addressing the needs of each student	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.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
4.Linking 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.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student 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.	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

6.Experiences of workplaces	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.	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7.Encounters with further and higher education	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.	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>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.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18

3.0 CURRICULUM

The curriculum at The Tower School is highly personalised due to the nature of the provision. It also uses the expertise of staff within the school and employers in various industrial sectors.

The programme includes PSHE modules on careers, careers guidance activities (e.g. group work and individual pre-placement interviews prior to work experience), information and research activities (using web-based resources such as Essex Youth Service) and the effective acquisition of life skills, thereby preparing students for independent living and meaningful employment. Please see the PSHE policy for detailed information regarding how Careers are covered within the PSHE curriculum.

Careers and work-related education in the curriculum provide contexts, resources and opportunities for:

- spiritual, moral, social and cultural development
- personal and social development
- health education
- academic and vocational learning
- functional skills
- sustainable living, personal finance, enterprise and employability skills, through PSHE and

4.0 DEFINITIONS

Careers education, for individual and groups, focuses on career learning, teaching and assessment. It enables learners to understand themselves, get information, explore opportunities and develop the skills they need to manage their careers.

Career(s) guidance, for individuals and small groups, focuses on careers information, advice and support. It may include counselling and coaching. It enables individuals to accomplish the unique tasks and issues they face in making progress and achieving their aspirations.

Careers education and guidance rely heavily on collaborative and partnership activities and interventions between a range of 'careers influencers' including learners themselves, parents and carers, other learning providers, and business and community organisations.

The Tower School is supported by CEIAG (Careers Education, Information and Guidance) is central to us in achieving these goals, tailored to the needs of the individual, periodically, throughout the school year.

This policy outlines our duties as laid out in The Education Act 1997, The Education and Skills Act 2008 and The School Information (England) Regulations 2008

The CEIAG programme is designed to help pupils make the most of themselves and their opportunities. In particular, it aims to help them:

- Develop knowledge and understanding of work, learning and careers.
- Extend understanding of opportunities in learning and work.
- Make good use of information and guidance.
- Develop skills to review, plan, make decisions, present effectively and cope with change.

Commitment

We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all pupils in Years 7-13, using impartial information and guidance services.

The Tower School is committed to:

- Providing a planned programme of activities to which all pupils are entitled and will have access to.
- To ensure pupils have access to impartial information, advice and guidance from suitably qualified professionals.
- Ensuring that, wherever possible, pupils' progress to an opportunity in further education, training or employment.

Parents and Carers of pupils at The Tower School can expect to:

- Be informed of the CEIAG offer at The Tower School during pre-admission meetings.
- Be able to speak to a member of staff to discuss their child's progress and future prospects (via parents' evenings, phone conversations or meetings requested by parents).
- Have access to the Careers Education, Information, Advice and Guidance online and request a hard copy if required.
- Be kept up to date with Careers developments via newsletters.
- Have the opportunity to provide feedback on the Careers Programme and offer suggestions for improvement (annually).

Information, advice and Guidance (IAG) is an essential component of CEIAG entitlement. Within this Guidance the definition of these terms is as follows:

"Information refers to data on opportunities that is available in different formats including written or printed materials, telephone help lines, ICT software, DVDs and websites. This also includes contact that is face-to-face with individuals or in groups or classes."

Advice refers to:

- Helping pupils to understand and interpret information.
- Providing information and answering questions.
- Clarifying misunderstandings/ misinterpretations.
- Understanding circumstances, abilities and targets.
- Advising pupils on their options and/ or how to go about a given course of action.
- Identifying needs and signposting or referring pupils who may need targeted support.

Guidance refers to:

- Supporting pupils to better understand themselves and their needs.
- Confronting barriers to understanding, learning and progression.
- Resolving issues and conflicts.
- Supporting pupils to develop new perspectives and solutions to problems, and
- Enabling pupils' people to manage their lives better and achieve their potential.

All staff should, when approached by pupils, respond with appropriate direction to the service chosen to support the programme. All guidance aims to be impartial, confidential, responsive to pupils' needs and based on the principle of equality.

Work-related education enables pupils and young people to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of employer engagement to deliver active and experiential learning activities in and beyond the classroom. The Tower School is forging strong links with our local community across a variety of sectors, allowing pupils to benefit from rich experiences and make informed choices about their next steps.

Objectives

The CEIAG programme is designed to meet the needs of pupils at The Tower School. Activities can be differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school. Consequently, the CEIAG programme is built on three broad aims (linked to the CDI Framework and Gatsby Benchmarks) that pupils should be able to:

a) Understand themselves and the influences on them:

To help pupils understand themselves: The delivery of careers is both formal (PSHE lessons) and informal (pastoral support etc.) as well as independent advice (CIAG Advisor) and permeates the whole curriculum. The strategies undertaken to achieve career progression can be seen as a series of activities which are personalised to individual pupils depending on when they come to The Tower School, their needs and aspirations.

b) Investigate opportunities in learning and work:

To help pupils to investigate careers and opportunities from different information sources, including work experience. Pupils should be able to plan, investigate, assess, organise and understand. Pupils at The Tower School will be working towards industry recognised qualifications, in industry standard settings and guided by tutors with professional experience. By following the standards set out in the programme, pupils will have a clear understanding of the expectations of the workplace. Various activities through the year will allow pupils access to relevant industry sites and settings and experiences of key work skills.

c) Make and adjust plans to manage change and transition:

To help pupils develop their capabilities in managing transitions, assessing them and setting and planned transitions with appropriate support and guidance from The Tower School and external staff. Transition support may include visits to post-16 providers (including FE Colleges), meetings with careers guidance professionals to plan post pathways and visits from external organisations to inform pupils about the wide range of

post-16 possibilities available to them.

Entitlement

On entry to The Tower School all pupils will be informed during pre-admission meetings about the range of information, advice and guidance services at The Tower School which will help them throughout their education.

ALL pupils at The Tower School are entitled to a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities and have the information they need to make decision about learning and career options.
- Develop the skills they need to plan and manage their own personal development and career progression with appropriate support.
- Overcome any overt and hidden barriers to progress which they may encounter, celebrating diversity and equality of opportunity.
- Accesses relevant information about the world of work.
- Make and maintain individual plans to help them improve the prospects of success.

Pupils will have access to and support with using Careers Information that is:

- Easy to find and accessible in a variety of formats (e.g. hard copies of prospectuses, online materials, face to face information).
- Comprehensive; giving details of all progression opportunities and support.
- Impartial and up to date.

The Value of Work Experience

Our approach to work experience is intentionally holistic, seamlessly integrating across the curriculum to provide our students with well-rounded opportunities for growth. Beyond traditional classroom learning, our students regularly venture out into the community, where they acquire the key skills vital for success in the working environment. These experiences extend beyond the professional sphere, encompassing essential life skills such as bolstering self-confidence to effectively communicate in various settings, navigating public transport with confidence, and mastering the art of independence.

Social Skills

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

Personal Development

Work experience will help students understand the different roles and respond to different routines. They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others. Students will develop communication skills in different contexts. Work experience can play an important role in the development of student's self-image and maturity. Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

Work experience

By immersing our students in real-world scenarios, we empower them not only with practical skills but also with the self-assurance necessary to thrive in their future endeavours, fostering their personal and professional development. This has been greatly benefited by the appointment

of our outdoor learning ed teacher who in the summer term as planned and delivered more greater life skills activities outside of the school environment and in the greater community.

This is further reinforced by the practical work experience we offer in a secure on-site setting. Our students have been given valuable opportunities to work within the school environment, where they have shadowed and been mentored by trusted members of our staff. This hands-on experience allows them to gain insight into and actively participate in day-to-day tasks, providing a valuable bridge between classroom learning and real-world application. Further inquiries have been made with local businesses and organisations regarding further work experience opportunities, e.g. group sessions planned and booked in at Lambourne End for hands on work experience in the spring term. Connections have been made with the Ongar railway to complete group sessions, of volunteer work in the winter months and making further links to students personal interests.

Furthermore, our commitment to shaping well-informed and empowered futures for our students is bolstered by external visits from esteemed agencies. For instance, representatives from Shell provided students with group seminars, offering an insider's perspective on what it's like to work for an oil company. Similarly, Barclays Bank extended their expertise to our students, shedding light not only on the intricacies of the banking industry but also on essential life skills such as managing a bank account and financial responsibility. Additionally, we facilitated interactions between our students and university attendees with Autism Spectrum Condition (ASC), enabling our students to gain valuable insights into how to navigate and receive support in higher education settings. These external engagements enrich our students' understanding of diverse career paths and life skills, empowering them to make informed decisions about their future endeavours.

Knowledge and Understanding

Students will be aware of the disciplines of work and the differences that exist between school and work. Students will see the effect of new technology and gain knowledge of Health and Safety issues.

The Aim of Work Experience

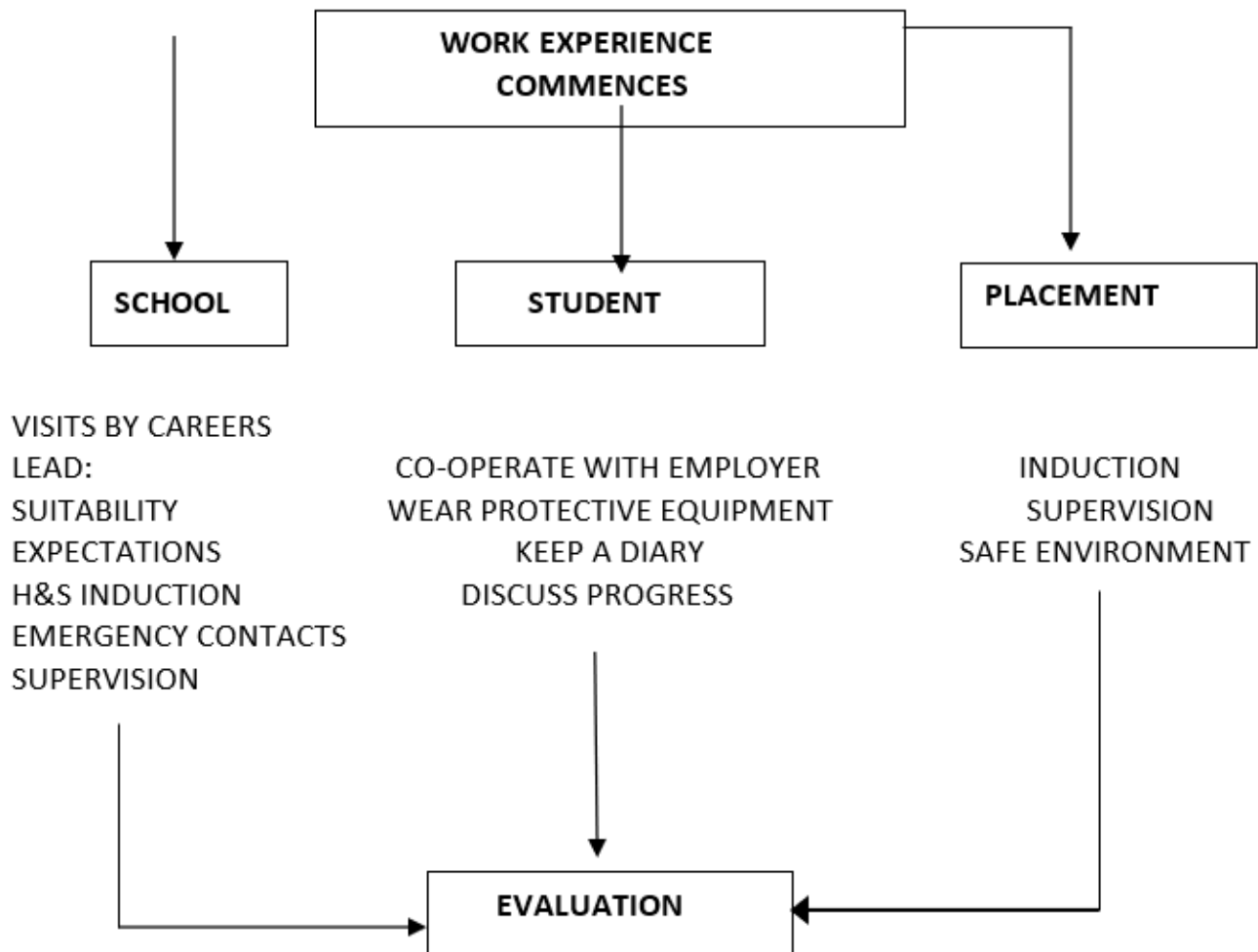
- To support and encourage an integrated work experience programme
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience
- To ensure all placements are safe and secure
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.

- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

Stages of Work Experience Programme

1. Student to meet with Careers Lead to discuss and identify a student's choice of placement.
2. Meeting with school staff and parents/carers. Risk assessment carried out.
3. Careers Lead to contact suitable establishments, insurance checks and risk assessment to be carried out.
4. Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one-day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
5. Diary/logbook to be kept by the student, showing what tasks are carried out during each visit.
6. Career Lead and/or Form Tutor to visit a student in placement.
7. Evaluation – A discussion with the student to reflect on what they did and to identify the skills learnt/developed.
8. Follow up – A letter of thank you to be sent to employers.
9. Evaluation – Careers Lead to evaluate the success of the placement.

Supporting Young People on Work Experience



Independent Impartial Careers Advice

Making the most of careers information, advice and guidance (CIAG) - Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them.

Preparing for employability - Showing initiative and enterprise - A priority for pupils and young people is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.

Showing initiative and enterprise - This area of learning encompasses everything from becoming a top entrepreneur to showing initiative and enterprise in everyday life. It helps individuals to learn about risk, effort and making the most of opportunities.

Developing personal financial capability - The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic wellbeing now and in the future.

Identifying choices and opportunities - Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned. Individuals need to be able to recognise suitable progression pathways and qualifications.

Planning and deciding - Decision-making involves getting information, clarifying values and preferences, identifying options, weighing up influences and advice, solving problems, anticipating future decisions and having a 'back-up' plan. It also involves being able to cope with chance events and unforeseen consequences.

Handling applications and interviews - Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process involves developing a range of self-presentation and marketing skills that individuals will need throughout their lives.

Managing changes and transitions - Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.

5.0 PROVISION AT KEY STAGE 3 & 4

Key Stage 3

- Meeting visiting speakers, a minimum of twice a year, ensuring that at least one of these experiences is meaningful to the individual's pursuits, dreams and/or goals.
- A focus on Life Experience opportunities and skills embedded throughout the school curriculum, and particularly through Enrichment lessons
- Students will have yearly group work sessions with the CIAG
- Careers Advice will also be discussed and explored in PSHE (please see PSHE curriculum map for further details)
- All teachers promote the importance of English & Maths for career progression, as this is underpinned by the focus on Literacy and Numeracy across the entire curriculum.

Key Stage 4 and 6th Form

- Meeting visiting speakers, a minimum of twice a year, ensuring that at least one of these experiences is meaningful to the individual's pursuits, dreams and/or goals.
- Meeting visiting speakers at least twice a year regarding meaningful careers
- A focus on Life Experience opportunities and skills embedded throughout the school curriculum
- All students will have yearly group work sessions with the CIAG
- Careers Advice will also be discussed and explored in detail in PSHE (please see PSHE

curriculum map for further details)

- All teachers promote the importance of English & Maths, and STEM subjects, for career progression and a breadth of opportunity. This is underpinned by the focus on Literacy and Numeracy across the entire curriculum.
- All KS4 and KS5 students will receive 1-2-1 guidance from an independent advisor (CIAG) a minimum of once per key stage. This may be face-to-face or virtually via Microsoft Teams, depending on what is the best format for each individual student.

All pupils will obtain careers guidance that is:

- Impartial and independent.
- Focused on individual needs.
- Supportive of equal opportunities.
- Provided by people with relevant professional training and experience.

6.0 FRAMEWORKS AND GUIDANCE

Frameworks and guidance this Guidance refers to are as follows:

- PSHE education: Economic Wellbeing and financial capability programmes of study for Key Stages 3 and 4 (QCA 2008).
- Education Act 2011 (relating to Careers Guidance).
- Gatsby Benchmarks (2014).
- CDI Framework (March 2018).

Implementation Overview:

- All pupils have access to the Pastoral Manager and/or Tutors to signpost to impartial sources of IAG and support the prevention of NEET (Not in Education, Education or Training).
- Key stage 4 pupils will have access to a qualified career professional to support them to create a personalised action plan for post-16: This support will be delivered via a group workshop, 1-2-1 careers guidance session, and appropriate follow up support.
- Pupils have access to the Youth Service: Essex Website <https://youth.essex.gov.uk/young-people/>
- There is information regarding CEIAG on each site including notice boards and areas with Further Education (FE) College Prospectuses.
- Targeted support is in place for pupils at high risk of NEET.
- GCSE/BTEC/Functional Skills pupils have access to careers lessons within PSHE Key Stage 4 core CEIAG skills.
- Understanding how the world of work is changing and the skills that promote employability.
- Identifying and using a variety of sources, including websites and Talking Jobs resource, to analyse and evaluate careers information.
- Awareness of options available after leaving school through 1-2-1 Careers Guidance.
- Organising and presenting information in an appropriate format, e.g., CV practice, interview practice, reviewing application forms.
- Industry-Driven education and expectations within the Workplace.

A supplementary aim of CEIAG at The Tower School is to support the prevention of NEET. Pupils will have regular CEIAG input to ensure they have a relevant destination,

and support.

Preparation for Key Stage 4 & 5 Pupils

Careers guidance has been commissioned for all Key Stage 4 & 5 Pupils who will receive the following:

- A workshop on Careers Guidance from a Careers Guidance Professional delivered as part of the PSHE curriculum.
- At least one 1-2-1 interview with a Careers Guidance Professional (more if required).
- An agreed action plan following the Careers Guidance interview and appropriate follow up support/information.
- Communication with parents/carers to comment on/agree the action plan.
- Support from mentors and other key members of staff to follow through and update the action plan.

Intended Destinations data collection – Term 2-3 of Year 11 & 13

Purpose: Data is captured during terms 2 and 3 regarding Year 11 & Year 13 pupils' intended destinations, e.g. college, sixth form, apprenticeship etc: The Head of Education will collate information on intended destinations to date and send this to the Headteacher.

Progression Support Review 1- Term 3 of Year 11 & 13

Purpose: SLT and other relevant staff identify young people with weak/no intended destinations for targeted support by the school and/or other agencies.

Weak/no destinations are identified as:

- Job without training
- Apprenticeship with no definite place
- Undecided
- Other
- Inappropriate destinations

Action plans to address weak intended destinations agreed and implemented via Key Workers.

A meeting takes place between relevant providers (e.g. FE Colleges) to share information on pupils at risk of becoming NEET and devise personalised action plans (e.g. tours of College/taster days/building rapport with a key member of FE staff).

September Guarantee – Terms 4 and 5 of Year 11 & 13

Purpose: To identify Post-16 offers for all Year 11's in light of actions following first Progression Support Review with relevant staff from different sites (SLT, Key Workers, Pastoral workers).

Signposting to Summer Transition Provision

Purpose: To support vulnerable learners through the summer to prepare them for their post-16 options: Young people offered summer transition support as appropriate via current programmes for those at risk of NEET (e.g. Opt Into/ NCS).

Accreditation Opportunities

Careers Education and Work-Related Learning is well promoted throughout the curriculum and also accredited through a number of courses offered in school. Some of which is specified below. More can be found in the Curriculum Policy.

The Tower School also offers courses at the KS4 “Options” stage which include, but are not limited to:

- Music BTEC
- BTEC Art and Design
- Duke of Edinburgh
- GCSE Computing

7.0 MANAGEMENT

The Head of Education manages the CEIAG programme and is the ‘Careers Leader’ for The Tower School: They will oversee delivery and liaise with programme contributors. CEIAG will be a regular agenda item for SLT meetings.

8.0 STAFFING

All staff contribute to CEIAG through their roles as mentors, tutors and subject teachers: Specialist sessions are delivered by The Tower School as part of PSHE. Teachers Pay and Conditions (2010) states that teachers may be required to ‘work with others on curriculum and/or pupil development to secure coordinated outcomes’, ‘collaborate and work with colleagues and other relevant professionals within and beyond the school’ and ‘promote the safety and well-being of pupils’ (includes their social and economic well-being).

Much of the Careers provision at The Tower School is commissioned through a robust process and delivered in collaboration: Careers guidance assemblies and 1-2-1 support are delivered by suitably qualified staff: Qualifications and experience are checked as part of the commissioning process. Advice and guidance services are systematically evaluated by providers and SLT. Appropriate action is taken through contract management for any underperforming service and results are used to inform the content of future commissioning specifications.

9.0 PARTNERSHIPS

CEIAG at The Tower School is underpinned by strong partnership working:

- Employers and FE settings have helped the SLT in identifying meaningful qualifications and expectations.
- Strong links developed to ensure that pupils at risk of NEET are supported and tracked post-16.

The Tower School pupils have access to links to websites, careers resources, quizzes and impartial and independent information on careers.

10.0 STAFF DEVELOPMENT

- Staff training needs are identified through the Performance Management QA cycle: Training needs are identified through the annual needs assessment and appropriate arrangements made. All staff will have an industry driven target designed to support them in effectively supporting pupils.
- The Careers Leader (Head of Education) provides updates on CEIAG during inset days, via email and through briefings.
- Personal development opportunities (e.g. training sessions at local FE Colleges) are shared with relevant staff to contribute to their CPD.

11.0 MONITORING, REVIEW AND EVALUATION

The CEIAG programme is reviewed annually by SLT to identify areas for improvement. An evaluation of different aspects of CEIAG is undertaken annually and is used to inform future policies.

All programme activities are monitored, reviewed and evaluated with active involvement of pupils. The findings are presented as part of annual The Tower School self-assessment.

Responsibilities

Key responsibilities have been laid out within the document. All staff have a responsibility to support and guide the delivery of CEIAG, as part of the Industry driven founding principle

Review

This is the third iteration of this policy. It was completed in January 2021 and has been reviewed annually. The next review will be September 2024.

Links with other policies

This Guidance supports and is itself underpinned by a range of key school policies especially the Careers Policy, PSHE Policy and Visitors Policy.
