

Lingfield – Careers, Education, Information Advice & Guidance 14 – 16 & post 16 programmes

Lingfield Choosing Pathways CEIAG Strategy

Intent:

It is the intent of Lingfield Choosing Pathways to ensure that all learners have access to good quality and impartial CEIAG to ensure they understand all options available to them are considered for progression onto Education, Employment or Training.

Implementation:

Please see Page 2 heading **Delivery**.

Impact:

Although CEIAG has been delivered through lesson plans since Lingfield was established in 2016 we have now built a strategic plan for all CEIAG advisers to comply with. Our aim is to ensure that all students have a full understanding of options available to them to ensure no learner becomes NEET. The learner is at the heart of everything we do. This Career Action Plan for Lingfield will be reviewed annually by Senior Management and the Careers Team to evaluate the effectiveness of the plan on our learners.

Careers Team – Jan Earl, Yvonne Winn, Karen Morris, Andrew Robson, Amy Morris, James Huzzard, Katie Gibson, Debbie O’Neill, Mark Morgan

We will offer all learners Information, Advice and Guidance (IAG) services on an impartial basis to support and help everyone develop as lifelong learners and achieve their potential in their career of choice.

Definitions:

Information - Refers to the provision of factual information relating to learning and careers, but without exploring the relative merits of different options. Information can be imparted verbally by an advisor or by printed material, and the internet.

Advice - Requires more in-depth interaction with the learner. It includes the explanation of information and how to access and use the information.

Guidance - Involves an in-depth session or series of sessions between the learner and advisor, in which the advisor helps the learner through the process of making decisions about learning and careers. We can offer information on potential careers in various occupational sectors as well as signposts to other IAG service providers.

Equality of treatment - We aim to treat all learners solely on the basis of their merits, abilities and potential; regardless of gender, colour, ethnicity, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or any other irrelevant distinction. We recognise the rights of all learners to be able to have equal access to learning opportunities. Learners should discuss any individual issues with their Learning Adviser who will know who to contact and how to help them. These individual issues may relate to a disability including Dyslexia.

Confidentiality - In order to provide the best possible service we will keep a record of learner details, academic record and the discussion of the IAG meeting. This record can only be accessed by the learner and authorised staff at Lingfield that need to see this information as part of their work. (following gdpr)

Delivery - We will deliver 1:1 IAG interviews to all Year 11 learners in the first term of the academic year. This will be followed up by a termly IAG review and as and when the learner requests a meeting. We will help search for opportunities, complete application forms, transport to training providers /colleges for a visit and support with attendance at open days. We will arrange for speakers to come into the centre to give a presentation on various careers and opportunities that the learners can apply to. All learners will be issued with a Career Action Plan.

We will deliver 1:1 IAG interviews to all Year 10 learners the term after Christmas to ensure early intervention and preparation for Year 11. This will be followed up by termly IAG review and as and when the learner requests a meeting. All learners will be issued with a Career Action Plan.

We will deliver 1:1 IAG interviews to all 16 – 19 learners at the beginning of their Traineeship Programme followed by a monthly IAG review and as and when the learner requests a follow up meeting. We will support in the completion of application forms when applying for education, employment or training. We will support interviews and visits. We will arrange for speakers to come into the centre to give talks on various careers and opportunities that the learners can apply to. All learners will be issued with a Career Action Plan. (We will ensure that due to Covid restrictions we will follow Government guidelines on all delivery methods and monitor daily changes)

Careers Strategy

This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014 by the Gatsby Charitable Foundation. These benchmarks were based on international research and helped identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

Middlesbrough Council Community Learning Strategy 2018-2023 states excellent CEIAG is fundamental to raising aspirations and enabling sustainable progression routes, and it is crucial that ALL staff within MCLS, whether in teaching roles or other roles have a clear understanding of their responsibilities to contribute to the delivery of excellent CEIAG. This will enable and encourage learners to achieve progressions towards short, medium and long term goals. This CEIAG should provide an understanding of the current labour market, growth sectors, and advice on pathways to higher level qualifications and sustained employment

The eight Gatsby Benchmarks are:

1. A stable careers programme

Description – Every school and college should have an embedded programme of career education and guidance that is known and understood by the learner, parents, teachers and employers.

2. Learning from career and labour market information

Description – Every learner, 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 learner

Description – Learners have different career guidance needs at different stages. Opportunities for advice and support must be tailored to the needs of each learner. A school career programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers

Description – All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Description – Every learner 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.

6. Experience of workplaces

Description – Every learner 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.

7. Encounters with further and higher education

Description – All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in school, colleges, universities and in the workplace.

8. Personal guidance

Description – Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of Lingfield Choosing Pathways staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. This should be expected for all learners but should be timed to meet their individual needs.

Our Objectives for 2012/2021

1. A Stable Careers Programme

- To ensure the careers programme is delivered by individuals with the right skills and experience. We will use qualified careers professionals to offer advice and guidance to all learners in line with their Progression Plans and ILPs
- To enable learners to have an understanding of the full range of opportunities available to them, the skills which are valued within the workplace and to have first-hand experience of a work environment where they will have opportunities to engage with employers and outside speakers
- To ensure there is a clear focus on the activities which support employability skills, workplace experiences and employability qualifications
- Regularly evaluate our careers strategy to determine the impact of our careers related activities, based on the feedback provided to us by learners, teachers, employers and where appropriate parents.

2 Learning from Career and Labour Market Information

- To encourage and increase the use of online careers tools and packages across all year groups.
- To utilise and then support the development of labour market information **locally** and nationally to ensure staff and learners are informed in their decisions and the advice being given.

- LMI is embedded into the curriculum

3 Addressing the Needs of the Learners

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure learners are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions within their individual Careers Action Plan
- To ensure that learners with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of support agencies
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate. Careers guidance for learners with SEND should be based on the learners' own aspirations, abilities and needs.
- Individual learners have a clear Progression Plan and are monitored for 6 months post programme to ensure learners are not at risk of becoming NEET

4 Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance, and link the content of curriculum with careers
- to integrate initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within Lingfield Choosing Pathways, for example: charity events, participating in an enterprise activity, fund raising
- To ensure that careers related activities are built in throughout the school year and not just towards the end of year or programme
- Specific focus will be placed on linking curriculum to careers in Employability, Vocational Days, Work Experience and Personal and Social Development

5 Encounters with Employers and Employees

- To ensure that learners receive meaningful encounters with employers during every academic year and post 16 programme length
- Opportunities for visiting employers on site to increase awareness and understanding of local businesses
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.

- Lingfield Choosing Pathways will also encourage learners and parents to attend careers events where specific employers will be invited

6 Experiences of the Workplace

- To ensure that learners receive at least ONE meaningful experience of the workplace by the end of year 11
- To ensure that learners receive at least ONE further meaningful experience of the workplace during years 12 and 13.
- To increase the number of employer workplace visits which will take place to enable learners to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Teesside
- To strengthen our links with local employers
- Increase awareness of volunteering opportunities

7 Encounters with Further and Higher Education

- Ensure all learners have the opportunity to have at least ONE meaningful encounter with Colleges and FE Colleges.
- Ensure all learners have been provided with information about the full range of apprenticeships including higher level apprenticeships through the Middlesbrough Community Learning Apprenticeship Programme
- Ensure learners who want to progress to university have experienced meaningful encounters with universities.
- Invite training providers to careers fare

8 Personal Guidance

- Ensure all learners have had an interview with a professional and impartial careers adviser in years 9 and 10
- Ensure all learners have had at least TWO interviews with a professional Careers Adviser in year 11,12 and 13
- All learners will have access to a dedicated adviser and NCS will be actively promoted in all programmes
- Parents and carers will receive guidance on how to support the learner to access CEIAG from home

Career Action Plan 2019-2023 for Lingfield Choosing Pathways

Careers Progression

Y9/10	Y11	Post 16
Open access to careers team	Open access to careers team	Open access to careers team
Access to Start Profile	Access to Start Profile and ASK (Apprenticeship, Support & Knowledge)	Access to Start Profile and Apprenticeship Support & Knowledge (due to Covid 19 ASK delivered virtually)
Asdan Employability Entry 2 Qualification weekly session	Introduction to Middlesbrough Council's apprenticeship team (Virtual)	Introduction to Middlesbrough Council's apprenticeship team (virtual)
1:1 IAG interviews to all Y10 in term 2 to ensure early intervention and preparation for Y11	Asdan Employability Entry 3 Qualification weekly session	City and Guilds Skills for Working Life Entry 2 or Entry 3 Preparing for work <ul style="list-style-type: none"> - Planning for Progression - Interview Skills - Prepare for and attend an interview
Y10 issued with a career action plan.	Issued with a career action plan	Issued with a career action plan
Y10 Term 3 Review	1-1 interviews in term 1 followed by termly interviews with CEIAG careers team	1-1 initial CEIAG interview with the careers team followed by regular IAG reviews
Y10 Partnership Placements	Partnership Placements and work experience	Work placements and voluntary work experience – long term and short term that suits the needs of the learner (due to covid restrictions/lockdown limited work placements available. Contact with employers on a regular basis to ensure learners are still able to access multiple opportunities to learn about work and skills that are valued in the workplace.)
	Search for opportunities, apprenticeships, training and employment	Search for opportunities, apprenticeships, training and employment and support with

		interviews and visits (following Covid restrictions and guidelines)
	Assist in application forms	Visit training providers, colleges and employers and support with attendance to open days, including 2 careers fairs (Due to Covid restrictions, learners are being encouraged to attend virtual presentations to gain information , advice and guidance on pathways to higher level qualifications and sustained employment)
	Visit training providers, colleges and employers and support with attendance to open days, including 1 careers fair (Due to Covid restrictions, learners are being encouraged to attend virtual presentations to gain information , advice and guidance on pathways to higher level qualifications and sustained employment)	Access to Job Club which provides knowledge of current opportunities and provides support with applications
	Guest speakers for careers and opportunities (Virtual due to Covid restrictions)	<p>Apprenticeship, Support & Knowledge (ASK) to offer virtual presentations</p> <ul style="list-style-type: none"> - Searching for jobs in the current climate - Preparing for online recruitment - Writing an online application - Practical ways to boost learners employability - Introduction to Traineeships, higher and degree apprenticeships - Knowledge project - Virtual presentations from further & higher education

	<p>Parents and carers will receive guidance on how to support learners with CEIAG from home or virtually. We will strive to invite Parents and carers to an in-house Careers Event once Covid restrictions are lifted</p>	<p>Parents and carers will receive guidance on how to support learners with CEIAG from home or virtually. We will strive to invite Parents and carers to an in-house Careers Event once Covid restrictions are lifted</p>

Useful Links and Resources

- [National Careers Service \(external link\)](#) - this is the main government website aimed at providing careers information and advice to young people. There is also a free phone number where you can speak to an Adviser: Tel: 0800 100 900
- [UCAS \(external link\)](#) - this is where young people apply for Higher Education
- [Apprenticeships \(external link\)](#) - this is the main national apprenticeship gateway, young people can search for and apply for apprenticeships

What if my child has Special Educational Needs/SEND?

[Our Local Offer pages](#) have information for parents/carers of children with special educational needs and/or disabilities and explains the support offered in Middlesbrough

Useful information for Parents

- Talk to learners about their ideas and their study progress – research suggests parents and carers are the single biggest influence on young people's career choices
- Help learners to consider what each option means, so they choose the route that best suits their skills and their future plans
- Encourage learners to work hard to get the best exam results they can, this will increase their choice

COVID 19 - We will ensure that every student will remain safe during all CEIAG engagement in line with government guidance around COVID19. We will also ensure that we revisit all actions to ensure all government guidance is implemented as and when required.

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Amendments September 2020 - J.Earl