



Conyers School Careers Policy

Ratification at CSG meeting 19.02.25

Date: February 2025

Policy Review Cycle: Annually

Review Assigned to: Conyers Care Support and Guidance Committee

Introduction

Conyers School has a statutory duty (Education Act of 2011) to secure independent careers guidance ensuring that all registered pupils in Years 8-13 have access to independent, accurate and impartial information advice and guidance. We aim to meet the eight Gatsby Benchmarks for Good Career Guidance by maintaining a Compass tool score of more than 90%.

Governors recognise that to meet this statutory requirement we must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Aims

Our aim at Conyers is for all students to achieve their personal best. In careers education, this translates as every student making informed choices for progression. We will support students in making such well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, technical, and apprenticeships) that are most likely to help them to achieve their ambitions.

Conyers has high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which are valued by employers. This will help every young person to realise their potential and enhance their employability.

Objectives

CIAG at Conyers will:

- Provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- Provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- Be based on the Gatsby Benchmarks for Good Careers Guidance;
- Provide opportunities for colleges, apprenticeship providers and UTCs to talk to
- Students about potential study route at each key phase, in line with provider access legislation;
- Contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;

- Provide opportunities to work in partnership with employers, training providers, local colleges and others;
- Provide opportunities to inspire students through real-life contact with the world of work;
- Develop enterprise and employability skills including skills for self-employment;
- Support inclusion, challenge stereotyping and promote equality of opportunity;
- Encourage students to see career development as a life-long process;
- Develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- Ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- Provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- Support social mobility by improving opportunities for all students, and
- Be embedded into subjects across the curriculum.

Commitment

The aim of our careers provision is to raise our students' aspirations; to broaden their horizons; to inspire and to empower them to make informed, realistic decisions at key transition points in learning and work.

Conyers has a statutory duty to ensure that all students are provided with independent careers guidance from Year 8 to Year 11. This independent guidance includes employer talks, mentoring, and access to online and telephone support.

Personal guidance is provided by our CIAG Officer J. Croft who has a L6 Diploma in Careers Guidance and Development. Additional careers guidance is provided by Youth Direction for targeted students.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

Conyers is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education and complies with the Baker Clause (Provider Access Legislation).

This is differentiated to suit the needs of each individual student.

Each student is entitled to:

- Independent and impartial careers guidance;
- Access to external sources of information on the full range of education and training options;
- A stable programme of advice and guidance delivered by individuals with the appropriate skills,
- Experience and qualifications;

- Opportunities to engage with a range of employers, education and training providers covering the full range of academic and technical routes available at each transition point;
- At least one meaningful encounter with an employee or employer each academic year;
- Have access to good quality LMI and be supported to use this data to inform their decisions.

Implementation

Senior Leadership Team

The Headteacher/Director of Quality Assurance at Conyers will take overall responsibility for the application of this policy, monitoring the quality of provision in relation to individual student learning outcomes.

Management

The Careers Leader will be responsible for the day to day application of the policy working with staff as appropriate to ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to WRL and report to the member of the Senior Leadership Team in relation to changes required to policy or practice. The Careers Leader will plan a careers programme that spans all eight Gatsby Benchmarks.

Roles and Responsibilities

There is a careers team of key staff who each have specific roles:

- Mr S Langstaff, Assistant Headteacher, Director of Culture assumes overall responsibility for the Careers Programme and line management of key staff.
- Mrs B Dunn has responsibility for ensuring that Careers is planned into the Personal Development curriculum.
- Ms J. Croft, CIAG Officer (Level 6 qualified)

The LGB Quality of Education panel take collective responsibility for overseeing the quality of careers guidance and supporting employer engagement.

Conyers is supported on a strategic level by a TVCA Careers and Enterprise Coordinator and a Tees Valley Careers Hub Lead.

All Conyers staff contribute to careers through their roles as tutors and subject teachers. Youth Direction ('Opportunities') provide additional careers guidance interviews and one to one support for targeted students.

Conyers work with the Local Authority and a range of voluntary / statutory agencies to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes

students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need.

Careers Leader

The Careers Leader will take responsibility for the implementation of the policy to ensure equal opportunity for all students. They will be responsible for the day-to-day application of the policy working with teachers, support staff and external agencies to ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to WRL and report to the member of the Senior Leadership Team in relation to changes required to policy or practice. The Careers Leader will ensure the careers programme spans all eight Gatsby Benchmarks.

Monitoring, review and evaluation

Destinations data will be produced, analysed and reported to governors on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed regularly in relation to government policy by the member of the Executive Team responsible in conjunction with the Careers Leader as part of the whole- school self-assessment process and will be reviewed by leadership when any additions or amendments are made.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader.

Monitoring and evaluation

The Conyers careers programme is delivered through the Personal Development programme and focus day programme, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme. Access to careers activities will be recorded via the Compass+ platform.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks Lesson observations
- Questionnaires – students, staff, parents and carers, external partners Focus groups – students and staff
- Career participation tracker – Post 16/18 spreadsheet Destination data

- Evaluation activities are used to measure the impact of our career programme and inform future planning:

Evaluation activities include:

- Analysis of destination data
- Career participation dashboard – Compass+ Activity survey
- Learning walks
- Questionnaires – students, staff, parents and carers, external partners Focus groups – students, staff.
- Student evaluations of personal guidance interviews.

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (DfE) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

The careers policy is reviewed on an annual basis by the Careers Leader.

Links with other policies

This policy supports and is underpinned by key school policies including those for Teaching and Learning, Single Equalities, Highly Able, and SEND.

How it will be monitored

As above

By whom

Headteacher/Director of Quality Assurance

Review Date Annually, February Review

Assigned to

Careers Leader
Executive Team (Headteacher/Director of Quality Assurance)
Conyers Local Governing Body's Care, Support & Guidance Committee