



CEIAG/Careers Outline Policy and Plan: 2017 - 2019 (ongoing)

Executive Summary:

- ❖ **To provide Careers Education Information Advice and Guidance to all year groups**
- ❖ **To promote Careers to all students using a combination of internal and external providers**
- ❖ **To promote the value of aspiring to and attending university**
- ❖ **To promote the value of aspiring to Careers via alternative pathways such as Post-16/18 employment opportunities, Careers Fairs, apprenticeships and degree apprenticeships**

Hackney New School Careers Policy: Guiding Principles

Hackney New School is committed to providing students with multiple safe opportunities to encounter the world of work and careers pathways (Higher Education, employment, apprenticeships and degree apprenticeships) from Years 7 - 13. This is in line with our mission statement and core values of Academic Excellence, Intellectual Curiosity, Responsibility towards oneself and others and Self Belief. We strive to provide a caring, secure environment in which each pupil can discover and realise their own potential.

1. Introduction:

Careers Education Information And Guidance (CEIAG) is statutory from Y7 onwards and Hackney New School fully embraces the stipulations of the Education Act 2011 and other statutory guidelines from the Department for Education (DfE). As well as offering our own Careers Guidance pathways, we will also be commissioners of external programmes of guidance from Years 7 - 13. The school also acknowledges the OECD definition of Careers Guidance as: “Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines or web-based services).”

Furthermore, at Hackney New School we are committed to provide ‘Outstanding’ CEIAG for all students. We recognise that an overwhelming majority of our parents and students place great emphasis on accessing Higher Education and we will continue to meet that need. The school’s Core Values underpin the work of the Careers Department. All students are able to achieve but can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

School Aim

To enable students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world.

Policy Statement

Careers Education Information And Guidance (CEIAG) at Hackney New School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.

2. Aims of CEIAG

- a) Self Development: Young people should be able to understand themselves and the influences on them**
- b) Career Exploration: Young people should be able to investigate opportunities in learning and work**
- c) Career Management: Young people should be able to make and adjust plans to manage change and transition**

Learning Outcomes

a) Self Development - Students should be able:

- To assess their achievements, qualities and skills**
- To present this information as appropriate**
- To use this information for personal development**
- To set career and learning targets**
- To recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work**

b) Career Exploration - Students should be able:

- To understand the nature of work and people's attitudes to it**
- To use a variety of sources of careers information**

- **To use work experience to improve chances**
- **To understand employment trends**

c) Career Management - Students should be able:

- **To use decision-making techniques**
- **To understand and use sources of help**
- **To make informed and appropriate choices at each stage of transition (Key Stage 3 - Key Stage 4; Key Stage 4 - Key Stage 5; Key Stage 5 - Leaving School)**
- **To make and manage changes as appropriate**
- **To understand job / learning applications and the requirements of interviews**
- **To understand rights and responsibilities in the workplace**

3. Careers Education and Guidance

- ❖ **Careers Education Information and Guidance consists of Careers Education and Careers Guidance.**
- ❖ **Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work.**
- ❖ **Careers Education takes place mainly through work in lessons, external providers delivering on and off site, assemblies and Community Drop Down Days/Afternoons.**
- ❖ **Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It should be impartial, client centred and confidential.**
- ❖ **Careers Guidance takes place mainly through individual and group support.**

It is vital that students learn the skills required in an ever changing global society to manage their learning, careers, sustain employability and achieve personal and economic well being and success throughout their lives.

Additionally, CEIAG is delivered at HNS via a programme of activities which include in Years 7 - 10 (and beyond as the school grows):

- **Developing understanding of the necessity for a good standard of education including excellent attendance and punctuality as readiness for the world of work delivered by form tutors, assemblies and newsletters - celebrating Academic Excellence**
- **Resilience in PSHE**
- **Skills taught in Enrichment time and support groups:**
 - ❖ **positive relationships**
 - ❖ **managing emotions**
 - ❖ **image and identity**
 - ❖ **positive thinking**
 - ❖ **inspired thinkers**
 - ❖ **social skills**
- **Invitation of subject specialists into classes and Enrichment time in all subjects. This will include involvement of the subject being taught/discussed and the personal career path e.g:**
 - ❖ **Visit to Royal Veterinary College for Science Scholars**
 - ❖ **Renowned chef Nuno Mendez visiting and talking to students about a career in catering**

- ❖ **Hackney Cut Films run the media production enrichment incorporating career routes into various aspects of careers in film production**
- ❖ **Social enterprise enrichment**
- ❖ **Journalism enrichments with visiting BBC News reporter from BBC**
- ❖ **Technical staff from Tech City visiting on Coding Day with information on wide range of careers in IT in our local area and globally. Return visit of students to the tech hubs locally**
- ❖ **Visit to Google for coding and science scholars to discuss IT careers particularly in product development**
- ❖ **Range of musicians from classical music specialists to music technology to discuss career paths including recording at a local studio**
- ❖ **Visits by local artists and designers. Students working with a graphic designer to produce wall artwork in school**
- ❖ **Association with Arsenal FC language school with an emphasis on the role of language in career development**
- ❖ **Visiting sports coaches - regular visits by semi-professional footballer who emphasises management and coaching skills**
- ❖ **City finance workers from PWC and other large companies as well as individual start up companies talking about career paths via Mathematics enrichments and lessons**
- ❖ **Visits by authors and drama groups**
- ❖ **Visits to universities in London and Oxbridge**
- ❖ **Visits from lecturers in a variety of subject areas**
- ❖ **Raising money for year trips and visits - enterprise task**
- ❖ **STAR sustainable travel club, with input from TfL, Hackney Council and local entrepreneurs pitch for a grant from TfL for a cycle promotion day in the local park**

Enrichment week (after end of year examinations) incorporates further opportunities to develop these themes. Our focus in Years 7 - 10 is on exposing students towards a wide variety of potential careers and to develop their social and emotional skills alongside the understanding of the importance of their academic progress.

Students are vertically placed into four houses. One of the 4 termly activities involves raising money for a chosen charity. Local charities are encouraged in order to develop community links - e.g. cycles for physically disabled children.

OUTCOMES:

By the end of Year 7 students will have developed self awareness: ability to describe their strengths and weaknesses and their preferences.

By the end of Year 8 students will have been exposed to information around a wide range of careers and have an understanding of the importance of the range of skills required to be successful in their chosen field.

In Year 9 students have 'individual pathway' interviews prior to choosing GCSE options. Parents and students are invited to attend a Year 9 Options Evening which includes careers guidance counsellors. CEIAG is timetabled as separate from the PSHE programme

In Year 10, students will have had access to a Careers Fair and, in addition, had individual mentoring sessions with a staff member with regards to academic achievement and pathways to their next stage. Year 10 students will also receive an individual interview with AHT (Sixth Form) regarding Sixth Form options, progress and improvement. Year 10 have also gained access to a professional mentor from the City of London via our partners in 'Mentoring Works', which will also provide them with the opportunity to complete work experience in the future.

Additionally, our partnership with 'Into University' has enabled Year 7 - 10 students (particularly those with a Pupil Premium, EAL, FSM background) to engage with workshops on skills development and enhanced study skills which help identify their own individual and collective study/skills needs and engendered the aspiration of applying to more elite and Russell Group universities. Year 9 have engaged in a 'Leadership in Focus' course (30 students) to help develop young leaders and Year 10 have also had similar opportunities with 'Into University' and Metrobank with a 'Business in Focus' course. Trips to Oxbridge have also been organised by this provider working collaboratively with Brian McGowan (Assistant Headteacher/CEIAG). This will continue with Year 11 and Sixth Form (Years 12 and 13). Furthermore, Year 10/11 students will be provided with and matched up with professional careers mentors from the worlds of business and industry via our partnership with 'Mentoring Works'. Students will receive individual guidance, career development advice and valuable work experience opportunities from professionals throughout Years 10 and 11 and into the Sixth Form.

Year 11 and Sixth Form, please see the HNS CEIAG Development Plan.

Ofsted Careers Education Criteria and Hackney New School Action:

Ofsted Criteria	Criteria for 'Outstanding'	HNS - Proposed Action
Leadership and Management	<ul style="list-style-type: none"> • The extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective careers guidance 	<ul style="list-style-type: none"> • HNS Careers Development Plan • HNS Careers Policy • Feedback Questionnaires • Prospects GCSE/Careers

	<ul style="list-style-type: none"> • The impact of this guidance in helping young people to make informed choices about their next steps • How well the school meets the needs of all vulnerable groups of pupils, including reducing the numbers who do not continue to education, employment or training. • How well the school works with families to support them in overcoming the cultural obstacles that often stand in the way of the most able pupils from deprived backgrounds attending university. 	<p>Guidance</p> <ul style="list-style-type: none"> • 'Into University' Events/Partnership • Work with Hackney Learning Trust in tracking FSM/SEN/PP students and anticipate those students who are RONI • Transition Point Evenings with Y9/Y11 and Y13 • Website Development/Texts to parents • The Brokerage and 'Into University'
<p>Personal Development, Behaviour and welfare</p>	<ul style="list-style-type: none"> • In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. • Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or 	<ul style="list-style-type: none"> • 'Prospects' Careers and GCSE Guidance • Targeted Assemblies • HNS Careers Development Plan • HNS Careers/CEIAG Policy • Website Development • Shared with Parents/Carers/Students • Targeted Regular Assemblies

	employment and for their adult life. (p.52-3)	
Pupils' Outcomes	<ul style="list-style-type: none"> • Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress onto a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans. (p.57-8) 	<ul style="list-style-type: none"> • GCSE and A Level Results Analysis • External Providers involved at key transition points: Y9/Y11/Sixth Form (12 & 13) • Tracking of PP/SEN/FSM students and liaison with 'Into University' and Hackney Learning Trust • Buying into Hackney Learning Trust Careers Consortium
(Separate) Sixth Form Judgement	<ul style="list-style-type: none"> • Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 - 19 provision and prepares them very well for future employment. 	<ul style="list-style-type: none"> • A level curriculum offer • PSHE and Tutorial Programme • WEX and Volunteering Programme • Visits to Employers, WRL and 'guest' speakers • Assembly Programme (Years 12 & 13) • External HE Adviser (Andy

	<ul style="list-style-type: none"> ● High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs. ● Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high. Almost all learners progress swiftly to higher levels during their study programme. ● Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship. (p. 66) ● Ensure the effectiveness of the curriculum and the arrangements to 	<p>Gardner)</p> <ul style="list-style-type: none"> ● Internal HE Programme supported by 'Into University' and 'The Brokerage' ● Study skills incorporated into A Level subject SOWS and Tutorial/PSHE ● PSHE and HE Programme for Y12 & Y13 ● Sixth Form 'Code of Conduct' ● WEX & Volunteering Programmes ● 'Fast Tomato' questionnaire ● External HE Adviser (Andy Gardner) and external speakers ● Director of S.F. and tutors' close monitoring of attendance and punctuality and weekly tutorial and assembly ● Results analysis and UCAS Apply procedures with ALPS One-To-One monitoring and regular Progress Review Days after termly Assessment Points/Examinations ● Employer engagement, visits, mentoring, regular feedback and
--	---	---

	<p>provide well-planned and well-managed individual study programmes, including the contribution of partnerships with other providers and employers.</p> <ul style="list-style-type: none"> • Ensure that all students are provided with high-quality impartial careers education, information, advice and guidance prior to starting post-16 courses, and about choices following completion of their post-16 study programme. • Use information about the destinations of those leaving the sixth form to check the extent to which provision meets the needs of all groups of students. 	<p>questionnaires of students/external providers</p> <ul style="list-style-type: none"> • Interviews in Y11 re 'Post-16 Choices' and the entire UCAS/HE, employment, apprenticeships, degree apprenticeships programme as part of transition preparation. • Destinations measures and how they are used not just by staff but also by students.
--	--	---

Hackney New School Careers/CEIAG Development Plan

Year	Theme	PSHE	CDDD	IAG	Other/Time	HNS - Lessons/Activities
7	1) Enterprise Day 2)'Into University' Workshops and Visits (PP) 3)' Who am I?/Where do I want to go?/ How	N/A	'Inspiring Enterprise' event run by External Provider (company)	N/A	1) 2017 -2018 2) 2016 - 2017 3) 2017 - 2018	PSHE Intro to key careers ideas. Possible visit to Kidzania, (part-funded by PP.)

	do I get there?' - Student Self Awareness and Questionnaires					
8	1) Exploring Careers 2) 'Into University' Workshops and Visits (PP)	3/4 sessions	Possible STEM careers - Old Street/Hoxton Tech Hub	On request	1) 2017 - 2018 2) 2016 - 2017	Early pre-RONI intervention. Work shadowing? (One Day)
9	Pathways and Choices 1) PSHE sessions 2) Assembly 3) Prospects 1-2-1 Interviews 4) Y9 GCSE Options Evenings 5) 'Into University' Events and Visits (Max)	5 sessions on pathways and making informed choices	Options/ making choices/ careers 'speed-dating'. BMC to get former students (now graduates and undergraduates to facilitate)	Small group careers sessions & One-To-One for at Risk of NEET (RONI)	1) 2017 - 2018 2) 2016 - 2017 3) 2016 - 2017 4) 2016 - 2017 5) 2016 - 2017 Invitations to Careers 'Masterclasses' in Spring term. (Central London Careers Hub - Andy Gardner)	'Leadership in Focus' - 3 day programme (May 2017) for Year 9
10	<ul style="list-style-type: none"> Identifying and developing skills for work 	5 sessions (3 on skills, including meeting alumni, 2 on	Personal Finance Matthew Ward - Motivation Talk	Early intervention for RONI students.	<ul style="list-style-type: none"> Work shadowing/Careers Fair. (Summer, 2017) Skills London (not achievable 2017). 	<ul style="list-style-type: none"> Work shadowing to be replaced by work experience in next 2 years.

	<ul style="list-style-type: none"> Understanding pathways 'Into University' Events and Visits 	post 16 and 18 choices) Survey Monkey Questionnaire			<ul style="list-style-type: none"> Working with HLT and Careers Fair (2017) 	<ul style="list-style-type: none"> Mentoring Works: June 2017 - January 2018 2017: Careers Fair (HLT - October 2017)
11	<ul style="list-style-type: none"> Who am I? Where do I want to go? How do I get there? <p>Individual support.</p> <ul style="list-style-type: none"> 'Into University' Events 	<p>NB: As CDDD, depending on how BMC plans the sessions.</p> <ul style="list-style-type: none"> Who am I? Where do I want to go? How do I get there? 	<p>Fast Tomato (self knowledge, psychometrics, planning) - PSHE?</p> <p>Morrisby Test</p>	<p>One-to-One interviews, sustained series of interviews for RONI, all students can have more sessions on request.</p>	<p>Invitations to Careers 'Masterclasses' in Spring term. (2017 - 2018)</p>	<ul style="list-style-type: none"> Programme of visits and support for RONI students. Mini-mentoring.
12	<p>Understanding Post-18 pathways (as KS3 & 4, with a balance between university and apprenticeships/ school leaver schemes)</p> <p>Work experience, job applications, 'employability wheel'/Degree Apprenticeships</p>	<p>10-15 between careers consultants and employability/ WEX sessions.</p> <p>Survey Monkey Questionnaire</p> <p>RE: WEX preferences</p>	Yes	<p>One-to-one interview with careers consultant/ Connexions/ Prospects PA. Early intervention with RONIs.</p>	<p>Invitations to Careers 'Masterclasses' in Autumn/Spring terms (2018 - 2019).</p> <ul style="list-style-type: none"> JUMP mentoring. Work Experience. UCAS Fair. HLT and Oxbridge Link 	<ul style="list-style-type: none"> WEX according to London Ambitions 100 hour plan during the summer after Year 12 Apprenticeship/Careers Fair UCAS Fair (London)

	<ul style="list-style-type: none"> • Into University Events 					
13	UCAS/ apprenticeships applications/ degree apprenticeships support/support for employment applications	Multiple on UCAS/ other applications.	'Assessment Centre' day.	One-to-one interview with careers consultant/ Connexions PA. Sustained intervention for RONI or any student who requests it.	Invitations to Careers 'Masterclasses' in Spring term. Invitation and publication of UCL Masterclasses (2018 - 2020)	

See Acronyms below:

NEET = Not in Education, Employment or Training

RONI = Risk of NEET

CDDD = Community Drop Down Day

WEX = Work Experience

WRL = Work Related Learning

FSM = Free School Meals

PP = Pupil Premium

SEN = Special Educational Needs

Brian McGowan

Director of Sixth Form/Assistant Headteacher - CEIAG

January/June 2017