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_____ learners who aspire for themselves and inspire others

Careers Education and Guidance Policy

CPS-ST-P-POL-007

Revision Number	Comments	Date
01	This policy has been reviewed by Olly Borkowski (DHT) and Lucy Morgan (Governor). It has also been restructured to conform to the new CPS Policy Standard. It has also been reviewed against the key Review Questions and the outcome of this review can be found on the CPS Documents SharePoint Site.	April 24
02	Slight amendments to some wording by Bev Wayman	April 24
03	Policy reviewed and amended by Bev Wayman (Careers Lead), Olly Borkowski (DHT) and Lucy Morgan (Governor).	Feb 2024
04		

Endorsement

This procedure was endorsed for use by governors electronically on 24 June 2024

Table of Contents

(To update the table of contents in Word – right click and choose “Update Field and then choose ‘Update Entire Table’ – this will update automatically, putting the major number and headings as the contents)

Table of Contents	1
1. Introduction.....	3
2. Philosophy.....	3
3. Commitment.....	3
4. Links to Other Policies.....	3
5. Aims and Principles.....	4
6. Policy Implementation	4
7. Implementation of Careers Guidance	5
8. Equality and Diversity	5
9. Parents and Carers.....	5
10. Staffing	5
11. Curriculum	6
12. Partnerships.....	6
13. Resources.....	6
14. Staff Development	6
15. Policy Adoption, Monitoring and Review	7
16. Evaluation & Review	7
Appendix 1	8
Definitions	8
United Nations Convention on the Rights of the Child (UNCRC).....	9

1. Introduction

The Government and Employers have recognised that the world of work has changed, with many new skills required to be successful. Future employees are going to have to be innovative in their approach to solving problems, people who can take the initiative, who can cope with uncertainty and change. They are going to have to be able to communicate well and work well in teams. They will have to be flexible and prepared to re-invent themselves in order to continue to be employed.

Therefore, students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their 14 -19 pathways and to enable them to manage their careers and sustain employment throughout their lives in a constantly changing environment.

2. Philosophy

At Calthorpe Park our **Careers Education, Information, Advice and Guidance (CEIAG)** programme is an integral part of the preparation of students for the opportunities and experiences of adult life. Its central concern is equipping students to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to instil the notion of 'Life Long Learning'.

3. Commitment

Calthorpe Park is committed to providing our students with a planned programme of CEIAG across all years (7-11) in partnership with **Hampshire Futures** and endeavours to follow the National Framework for CEG 11 – 19 in England (DfES, 2009), the Careers guidance and access for education and training providers (DFE 2015) and other relevant guidance from DfE, QCA and Ofsted as it appears. In line with statutory guidance, Calthorpe Park is committed to working towards the establishment of practice in line with the eight Gatsby Benchmarks, as set out in the Gatsby Charitable Foundation's Good Career Guidance (see Annex 3) and also to the adherence of the Baker Clause (Technical and Further Education Act 2017).

4. Links to Other Policies

The Calthorpe Park School Careers Education and Guidance Policy links to the following school policies:

- Curriculum Policy
- Provider Access (Careers) Policy
- National Framework for Careers Education and Guidance 11- 19 in England
- National Curriculum programmes of study for Personal Social Health and Economic Education (PSHE) and Citizenship
- QCA guidance on careers, work related learning and enterprise 11-19 (a framework to support economic wellbeing)

- Quality Standards for Young People's Information, Advice and Guidance (IAG)
- Statutory Guidance for Schools - Careers Guidance 2015
- Careers guidance and access for education and training providers' Statutory guidance for governing bodies, school leaders and school staff January 2018

5. Aims and Principles

- to contribute to strategies for raising achievement, especially by increasing motivation.
- to support inclusion, challenge stereotyping and promote equality of opportunity.
- to encourage participation in continued learning including higher education and further education.
- 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 differentiation.
- to focus students on their future aspirations.
- to involve parents and carers.

6. Policy Implementation

Calthorpe Park School adopts the following approaches to the delivery of CEIAG:

- As part of the PSHE programme delivered to each year group throughout the academic year.
- Through off time-table specific events.
- Through cross curricular work within all school departments.
- In partnership with **Hampshire Futures**, local employers and other outside agencies.
- The Head of PSHE along with the Careers Lead oversees the careers programme and works closely with the Curriculum co-ordinator.
- Careers information is provided in the Library and is maintained by the Careers Lead, along with the school Librarian.
- Careers lessons are part of the PSHE programme. Other focused events e.g. Mock Interview Day and Careers Fair are provided annually.
- Virtual work experience and other world of work opportunities are sent to upper school students eg. Spring Pod

7. Implementation of Careers Guidance

Library:

- a wide range of materials in a variety of different media.
- open throughout the school day, also before and after school.

Careers Advisor (Hampshire Futures):

- available to all students on an appointment basis and via email at any time.
- used for interviews with all KS4 students and other targeted students (eg Year 8 Options, LAC, SEN) throughout the year.
- available at Careers Events, Parents Consultations, specific Year Group Information Evenings and targeted focus days, eg. Careers Fair.

Extra support (Years 7 -11):

- students in Year 9, Year 10 and Year 11 are targeted for additional support by the Head of Learning Support, Head of Transition, Tutors, Heads of House, ELSA and the Careers Lead. Requests can be accepted from any member of staff and student are able to self-refer
- Annual reviews - students with EHCPs have their CEIAG needs assessed and, as and when appropriate have other agency involvement to support this ongoing process.

8. Equality and Diversity

Careers Education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow careers 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.

9. Parents and Carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers-related information through emails, letters, newsletters and at information evenings. Parents are welcome at careers interviews and where appropriate are invited.

10. Staffing

- All staff contribute to CEIAG through their roles as tutors and subject teachers.
- The Careers programme is planned, monitored and evaluated by the Head of PSHE and the Careers Lead.

The Careers Lead liaises and consults with Hampshire Futures to ensure that specialist career guidance is available when required and meets statutory guidelines.

11. Curriculum

The Careers programme includes careers education sessions, career guidance activities (group work when possible and individual interviews), information and research activities, work related learning and individual learning activities.

Other events and activities are planned and organised separately throughout the year. These currently include:

- Voluntary Work Experience (agreed by the Headteacher)
- Virtual Work Experience and industry taster sessions.
- Post 16 college visits and events
- CV preparation sessions
- Business Interview Day

12. Partnerships

A partnership agreement is ongoing with Hampshire Futures, detailing the contributions to the programme that each will make.

Hampshire Futures (Careers Service)

- Available to all students by appointment via self-referral or referral from staff.
- Used for interviews with all KS4 students and other targeted students (eg. Year 8 options) throughout the year
- Available at careers events
- Other links with local 14-19 Providers are made when required. As are links with the local Post 16 destinations. Links with parents/carers are maintained using a variety of methods (email, parental leaflets, letters, options evenings, Post 16 Evenings).

13. Resources

Funding is allocated in the annual budget planning in the context of whole school priorities. The Careers Lead is responsible for the effective deployment of resources.

14. Staff Development

Staff training needs are identified as part of the Partnership Agreement process. Funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.

15. Policy Adoption, Monitoring and Review

Careers Education is monitored and evaluated annually via Department reviews. Careers Guidance is monitored and evaluated annually through discussion and regular feedback with key staff and students and continued observation of provision by the Careers Lead.

The Partnership Agreement (service and provision) with Hampshire Futures is reviewed annually.

The CEAG Policy will be reviewed every year by Governors and SLT, being based on current good practice guidelines by DfE, Ofsted and the CEG Framework.

This document can be accessed by staff, students, parents, carers, governors, partners and personnel advisors via the School website.

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

16. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

Appendix 1

Definitions

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

- willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

United Nations Convention on the Rights of the Child (UNCRC)

This policy supports UNCRC Article 29 (goals of education) – Education must develop every child’s personality, talents and abilities to the full.

This policy also supports UNCRC Article 30 (children from minority or indigenous groups) – every child has the right to learn and use language, customs and religion of their family.