

SEAHAM HIGH SCHOOL



Careers Education, Information, Advice and Guidance Policy

Contents

Introduction	3
Commitment	3
Development	4
Links with other policies	4
Learners Needs	4
Aims	4
Entitlement	5
Implementation Management	5
Staffing	5
Curriculum	5
Assessment Evaluation	5
Resources	6
Professional Development	6
Monitoring, Review and Evaluation	6
Key Staff	6

Review Date	Cycle	Reviewer	Adopted	Committee
December 2025	Annually	C Harbron	December 2025	Full Governors

Careers Education, Information Advice and Guidance (CEIAG) Policy

INTRODUCTION

Rationale for CEIAG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of Seaham High School that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

The changing labour market and the challenging economic conditions impacting the education, training and employment opportunities have made it more complex than faced by any recent school leaver. Levels of youth unemployment and under-employment are high and therefore exemplary careers support can have a real and tangible impact of future wellbeing and economic prosperity across the region.

The school careers plan sets out how the school plans to develop a careers programme that is fit for the needs of every student and clearly supports parents, teachers and employers too. It is designed to provide our students with the knowledge, inspiration and ability to take ownership of their own career plans, which will enable them to succeed in their chosen career paths.

Commitment

Seaham High School recognises that it has a responsibility to ensure all registered students at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 11 (15-16 year olds), (Education Act 1997, section 42A). The governing body also recognises that it 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 other vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and The Department for Business Innovation and Skills, professional bodies and published research as it is available. Seaham High School is committed to working towards the Quality in Careers Standard.

The school careers plan engages with support from the North East Combined Authority and their Hub Leads to conduct a termly audit, analysing key strengths and areas for

improvement against the Gatsby Benchmarks, and utilises the Compass+ tool provided by the Careers and Enterprise Company as well as Unifrog to collect and analyse data with regard to students' CEIAG interactions throughout their school life.

Development

This policy was developed and is reviewed annually in discussion with school leaders teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. the Local Authority, National Careers Service, etc.)

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, work related learning and enterprise, special educational needs and disability, equality and diversity, gifted and talented, looked after children and PSHE.

Learners' needs

The careers programme is designed to meet the needs of learners at Seaham High School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

Aims

- To help students develop the skills, personal attributes and confidence to make aspirational, realistic and informed decisions about their futures and to manage transitions from one stage of education, training and work to the next
- To ensure that students develop the attitudes necessary for success in adult and working life
- To help students become aware of the wide ranging opportunities that are available to them in further and higher education and training
- To equip students with the necessary decision-making skills to manage all of the transitions they will face in education and working life
- To foster links between the school, the regional business community and further/higher education establishments
- To enable students to experience the world of work and develop transferable skills, for example, resilience and the ability to be personally reflective
- To ensure that wherever possible all young people leave the school to enter employment, further education or training
- To allow a culture of high aspirations to thrive
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance or guidance reach their potential.

Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

The school employs a qualified and RCDP registered careers professional in the role of Careers Coordinator, in order to ensure that students' statutory requirements in terms of impartial careers guidance are fully met.

Implementation Management

The Careers Leader (Chris Harbron) will oversee the careers education programme in tandem with the Careers Coordinator (Caroline Rochester), and they are supported by a link Governor: Wendy Baker.

Staffing

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by SMSC department teachers led by the subject leader Barry Dunn. The CEIAG programme is planned, monitored and evaluated by the Careers Leader in consultation with the senior leadership team.

Curriculum

The careers programme includes: careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities using the school computer network and work-related learning and individual learning planning/portfolio activities. Careers lessons are part of the school's personal development programme. Other focused events, e.g. a further/higher education visit are provided at different times of the year. Learners are involved in the planning of career learning. Their views are collected using student voice/surveys.

Assessment /Evaluation

The intended career learning outcomes for learners are based on Seaham High School's careers education framework years 7-11 and will be assessed/evaluated by the Careers Leader, who completes a termly audit to show the school's progress against the eight

Gatsby benchmarks. This progress is reviewed during a termly meeting with a partner from the North East Combined Authority.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in CEIAG. The Careers Leader is responsible for the effective deployment of resources.

Professional development

The Careers Leader has undertaken suitable training and professional development to ensure that they are able to manage their responsibilities. The Careers Leader will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings and staff training.

There are annual updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Leader in conjunction with the SMSC lead or by individual request. The school endeavours to meet training needs within a reasonable period of time.

Monitoring, review and evaluation

The school analyses student destination information, feedback from students, parents/carers to inform its programme. The school's careers education and guidance programme is reviewed annually and a report is submitted to the Headteacher and Governors.

Key Staff

Headteacher: Geoffrey Lumsdon

Link Governor: Wendy Baker

Careers Leader: Chris Harbron

SMSC Lead: Barry Dunn

Careers Coordinator: Caroline Rochester

SEND Coordinator: Bernadette Brown

Year 11 Manager: Applicable Year Achievement Leader by rotation