



# Careers

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## Career Education, Information, Advice and Guidance Policy

(including Provider Access Statement)



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# CEIAG at Lister

## 1. Our Commitments

1.1 Lister Community School is committed to ensuring that our students are effectively prepared for life after school. We ensure academic rigour, supported by excellent teaching, and aim to develop in every student the values, skills and behaviours needed to progress in life. Our students follow a programme of curricular and extra-curricular activities that cultivate a range of valuable employability skills, such as self-management, teamwork, business and customer awareness, problem-solving, and application of literacy, numeracy and ICT. The development of these skills, combined with a strong emphasis on resilience, provides our students with the ability to make successful transitions into further education, employment and training.

1.2 Lister Community School is committed to fulfilling our statutory duty to provide CEIAG to students in Years 8 to 11, and to ensuring that all students have access to impartial and inspirational careers, information, advice and guidance, as proscribed by the Department for Education:

- [Careers Strategy: making the most of everyone's skills and talents](#), DfE (2017)
- [Careers guidance and access for education and training providers](#), DfE (2018)

1.3 The school is committed to providing students with fair and unimpeded access to information from education and training providers about approved technical and vocational qualifications and apprenticeships, as detailed in the Technical and Further Education Act (2017). Lister Community School's 'Provider Access Statement' can be found in Appendix A of this policy.

- [Technical and Further Education Act](#), HM Government (2017)
- [Provider Access Statement](#), Lister Community School (2018) [Appendix A]

1.4 The school is also committed to its duty to help students with special educational needs achieve better life outcomes, especially in the area of work opportunities, through the effective use of Education, Health and Care Plans (EHCP).

## 2. Ethos

2.1 At Lister Community School we firmly believe that effective careers guidance significantly contributes to raising aspirations, improving life chances, increasing motivation, and overcoming barriers to success. We are committed to delivering a high quality CEIAG programme that empowers our students to make informed decisions about their futures. Our goal is to equip our students with the necessary skills to adapt to an ever-changing economic climate, inspiring them to become life-long career learners.

## 3. Aims

3.1 The Lister Careers Programme provides the opportunity for students' in Years 7-11 to:

- Develop *self-awareness* (a greater understanding of their strengths, current limitations, personal qualities, interests and values).
- Learn about *opportunities* (engage in career exploration of the local, regional, national, and international education, training and employment opportunities. Participating in work experience and work-related learning; increasing exposure to a range of life-long learning and career opportunities to support pupils to make effective decisions about their future).
- Develop *decision-making skills* (understand and evaluate the pros and cons of the options available to them and taking responsibility for decision making).

#### 4. Communication

4.1 This policy is regularly communicated to Governors, Staff, Parents / Carers, Students and other Stakeholders, and is publically available on the school website. Hard copies are available upon request.

#### 5. Roles & Responsibility

##### 5.1 Governor with responsibility for CEIAG

[Joe Young]

The Governor with responsibility for CEIAG must familiarise the school's governing body with the CEIAG policy and ensure that all school staff follow statutory guidelines. It is also the role of the CEIAG Governor to ensure that sufficient time and resource are allocated to CEIAG to fulfil the policy.

##### 5.2 Headteacher

[Anthony Wilson / Eileen Griffin]

It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the annual school budget for the provision of CEIAG.

##### 5.3 SLT Lead for CEIAG

[Simon Beck]

The SLT Lead will advise on and oversee the management of CEIAG. S/he will ensure that correct procedures are followed and that all students, parents/carers and professionals involved have fully understood the school's role and what strategies will be implemented.

##### 5.4 CEIAG, Extended Services and Alumni Officer

[Nazmin Begum]

The school employs a CEIAG, Extended Services and Alumni Officer whose responsibility it is to coordinate CEIAG, work-related learning and work experience, and to facilitate impartial careers guidance for all students. The CEIAG, Extended Services and Alumni Officer is also a Level 6 qualified Careers Adviser (registered as a Career Development Professional with the Career Development Institute, CDI) and provides one-to-one career counselling to students. The CEIAG, Extended Services and Alumni Officer is the school's nominated Careers Leader. [[Click for Job Description](#)]

##### 5.5 CEIAG, Extended Services and Alumni Administrator

[Munira Maulvi]

The CEIAG, Extended Services and Alumni Administrator supports the CEIAG and Extended Services Officer in organising work experience placements, careers events and taster days, etc.,

liaising with students, parents/carers, teachers, training providers and employers to enhance CEIAG opportunities for students. [[Click for Job Description](#)]

## 5.6 Independent Careers Adviser

[Richard Dalton]

The school provides free and unimpeded access to an independent qualified careers advisor, who is registered with the CDI as a Career Development Professional. The Careers Adviser will work with individual students, and deliver group sessions, to ensure smooth transition throughout the key stages, raising aspirations and signposting students to further support services where appropriate.

## 5.7 All Teaching Staff

There is an expectation that CEIAG is linked to all curriculum areas; all teachers and tutors are responsible for signposting students to additional sources of information, advice and guidance.

## 6. Delivery

6.1 The Lister Careers programme delivery model is largely based upon informative guidance from The Gatsby Charitable Foundation and the Career Development Institute:

- [Good Career Guidance](#), The Gatsby Charitable Foundation (2014) [Appendix B]
- [Framework for careers, employability and enterprise education](#), The CDI (2018) [Appendix C]

## 7. Provision

7.1 Careers education, information, advice and guidance is embedded into the curriculum at Lister Community School through Super Learning Days, National Careers Week, World of Work Week, the Lister Character Award, the pastoral programme, and other initiatives.

7.2 The Lister Careers team actively, and continually, seeks to develop CEIAG provision for students at Lister Community School. As such, they have entered into a series of strategic partnerships with 15 Billion Education and Business Partnership, ELBA (the East London Business Alliance), and IntoUniversity. Beyond our strategic partnerships, the team continues to develop a network of productive relationships with local, national and international businesses, as well as FE and HE providers. A list of some of our current delivery partners can be found in Appendix D.

7.3 The information below provides an outline summary of the core CEIAG programme, known as the 'Lister Careers Guarantee', offered to all students at Lister Community School:

### Year 7

All students are introduced to the idea of a career through an educational visit to KidZania London. This is complemented by participation in the Ryman National Enterprise Challenge.

### Year 8

All students participate in a Careers Insight Visit to a city-based firm (facilitated by ELBA). Year 8 students are introduced to the Barclays LifeSkills programme, and actively encouraged to become

'LifeSkills Ambassadors'. Year 8 also students receive impartial advice on GCSE options from both our CEIAG, Extended Services and Alumni Officer and our independent Careers Adviser. Following an Options Evening, they are each then interviewed about their subject choices by a member of the Leadership Team.

#### *Year 9*

All Year 9 students participate in a university experience visit at one of our partner Universities. Year 9 students continue to use the Barclays LifeSkills programme, and are actively encouraged to become 'LifeSkills Ambassadors'.

#### *Year 10*

All Year 10 students participate in World of Work Week. This is an intensive 5 day programme during which students will receive application and interview training, visit an education/training provider in a sector linked to their career interests, visit an employer linked to their career interests, and complete a community action volunteering project. Additional work experience placements are made available through the 15 Billion EBP Newham Careers Cluster, for which all students are encouraged to apply. Vulnerable Year 10 students also receive a one-to-one careers counselling session with our independent Careers Adviser.

#### *Year 11*

All Year 11 students participate in Post 16 Pathways Day, where HE, FE, Apprenticeship and School Leaver Programme providers are given the opportunity to speak to all students on a carousel basis. All students also attend a Futures Fair, where over 30 local colleges, sixth forms and training providers are represented. All Year 11 students receive a 50 minute careers counselling session with our independent Careers Adviser, during which an individualised student action plan is devised. Additional follow-up sessions are scheduled as required.

#### *Whole School*

A range of whole school CEIAG events are planned and lead by the Lister Careers team throughout the academic year, targeting students across all year groups. These include participation in National Careers Week activities, the pastoral programme, and a wide and varied range of educational visits.

7.7 The above activities are supplemented and enhanced by an array of additional, one-off, careers events. Mentoring programmes are also in place for High Attainers, Pupil Premium students, SEND students and those students deemed 'at risk'. A list of the CEIAG activities on offer in the current academic year can be found in the [CEIAG Events & Activities Summary](#).

7.8 The school aims to make increasingly extensive use of its Alumni Network to facilitate aspects of the Lister Careers programme, including (but not limited to) careers pathway discussions, workplace visits and employability workshops.

7.9 The expected learning outcomes of the Lister Careers programme in the Lower (Years 7-8) and Upper Schools (Years 9-11) are further detailed in Appendices E(i) and E(ii) respectively.

7.10 Lister Community School was awarded the 'LifeSkills Award' in April 2019 recognising our commitment to promoting employability. Additionally, the school is currently working towards achievement of the 'Quality in Careers Standard', the national quality award for CEIAG in schools, colleges and work-based learning.

## 8. Careers Guidance

8.1 Lister Community School ensures that the careers guidance it provides is impartial through employing a dedicated careers team and also contracting additional guidance from external agencies and independent contractors. Student Action Plans demonstrate that the advisors are supporting students to manage their progression needs and signposting to a variety of opportunities and pathways (samples are available upon request).

8.2 Support for students is targeted at certain key strategic points to meet individual student needs (including Upper School options, Post-16 choices, and GCSE Results Day).

8.3 In addition to this the following groups are prioritised for guidance appointments:

- Pupils with Additional Learning Needs
- Looked After Children
- High risk of NEET
- EAL students
- School refusers, persistent non-attenders and pupils with low attendance
- Young Carers
- Pupil Premium

## 9. Equality & Diversity

9.1 Lister Community School works consciously to prevent all forms of stereotyping in the advice and guidance we provide, ensuring that all students consider the widest possible range of careers. We provide all students with access to information from a wide range of further education and training providers (in accordance with our Provider Access Statement (Appendix A)). We aim to actively encourage students to consider non-traditional occupations involving pupils in regional projects such as TeenTech and Girls in STEM.

## 10. Monitoring, reviewing and evaluation

10.1 The CEIAG programme is regularly reviewed from a range of perspectives, including student, parent/carer, teacher, employer, and provider input. Feedback is sought using feedback forms, work experience diaries, and evaluation forms. Feedback is then utilised to further develop and amend the following year's programme.

10.2 Regular self-assessment (at least annually) of Lister Community School's CEIAG programme is completed using the COMPASS tool, created by the Careers & Enterprise Company (CEC):

- [COMPASS Careers Benchmark Tool](#), The Careers & Enterprise Company

10.3 Destinations data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as pupil attainment and progression into FE, HE, training and employment.

10.4 The CEIAG provision is evaluated termly by the Lister Careers team, and annually by the school's Senior Leadership Team.

10.5 This CEIAG policy is reviewed annually by the School's Governing Body, following representations from the Lister Careers team.

## Provider Access Statement

Lister Community School is committed to informing our students of the full range of learning and training routes on offer to them, and is happy to consider requests to speak to students from appropriate technical education, vocational education and apprenticeship providers. This statement sets out Lister Community School's arrangements for managing access to students for the purposes of providing them with information about the provider's education and/or training offer.

## Student Entitlement

Students in Years 8 to 11 are entitled to:

- Hear from a range of local providers about the opportunities they offer, including technical education, vocational education and apprenticeships.
- Find out more about technical education, vocational education and apprenticeships at each transition point.
- Understand how to make applications for the full range of academic, technical, vocational and apprenticeship programmes.

## Opportunities for Access

The [Lister Careers webpage](#) provides a calendar of the key CEIAG events offered to our students. These include (but are not limited to):

- Year 11 Post-16 Assembly Programme (Autumn Term)
- Year 11 Futures Fair (Autumn Term)
- Year 8 Options Evening (Spring Term)
- National Careers Week (Spring Term)
- Year 10 World of Work Week (Summer Term)

Opportunities are also available, upon request, to speak to students in Assemblies, and through workshops and other activities.

## Management of Access

Any training provider wishing to request access to Lister Community School should do so by contacting the school's CEIAG, Extended Services & Alumni Officer, Nazmin Begum:

[nazmin.begum@lister.newham.sch.uk](mailto:nazmin.begum@lister.newham.sch.uk)

All appropriate requests will be given due consideration by the school's CEIAG, Extended Services & Alumni Officer and the SLT Lead for CEIAG. All responses, both positive and negative, will come from the school's CEIAG, Extended Services & Alumni Officer.

Requests will be refused if:

- they impinge upon students' preparation for internal or public exams.
- they clash with other school events, such as educational visits, internal or public exam periods, sports days, etc.
- the school is unable to provide staff to support the event due to previous commitments.

Successful requests will normally be prioritised on a first come, first served basis.

<b>The Gatsby Benchmarks</b>		
1.	A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, teachers, governor and employers.
2.	Learning from Career and Labour Market Information	Every student, 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 Student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4.	Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5.	Encounters with Employers and Employees	Every student 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.	Experiences of Workplaces	Every student should have first-hand experience 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	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8.	Personal Guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all student but should be timed to meet their individual needs.

<b>The 17 areas of learning for careers, employability and enterprise education</b>		
<i>Developing yourself through careers, employability and enterprise education</i>		
1.	Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
2.	Self-determination	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
3.	Self-improvement as a learner	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.
<i>Learning about careers and the world of work</i>		
4.	Exploring careers and career development	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.
5.	Investigating work and working life	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
6.	Understanding business and industry	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.
7.	Investigating jobs and labour market information (LMI)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.
8.	Valuing equality, diversity and inclusion	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
9.	Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

*Developing your career management and employability skills*

10.	Making the most of careers information, advice and guidance (CEIAG)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.
11.	Preparing for employability	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.
12.	Showing initiative and enterprise	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.
13.	Developing personal financial capability	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
14.	Identifying choices and opportunities	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.
15.	Planning and deciding	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.
16.	Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.
17.	Managing changes and transitions	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.

<b>Lister Careers Programme Delivery Partners</b>	
<i>Strategic Partnerships</i>	
<ul style="list-style-type: none"> <li>- 15 Billion Education &amp; Business Partnership</li> <li>- East London Business Alliance</li> <li>- IntoUniversity</li> </ul>	
<i>Supporting Organisations &amp; Delivery Partners</i>	
<p>Access to Music            ActorShop            Arriva Rail            Barclays            Barclays LifeSkills            BT            Careers Defender            CEME            City University            Clifford Chance            CMA Cameron McKenna            Cooley            Education &amp; Employers            Emirates Aviation Experience            Expedia            Goldman Sachs            Google            Investment 2020            ISG PLC            JP Morgan            KidZania London            King's College London            KPMG            Lambert Smith Hampton            Leyton Sixth Form College            London City Airport            London Stock Exchange</p>	<p>My Bnk            My Kinda Future            National Careers Week            Sky Academy            Somerset House            TeenTech            The Access Project            The Careers &amp; Enterprise Company            The Chaucer Foundation            The Crystal (Siemens)            The Ideas Foundation            The Inspirational Learning Group            The Madison Square Garden Company (UK)            The Money Charity            The Outward Bound Trust            The Transformation Trust            The WE Foundation            University of Cambridge            University of East London (UEL)            University of Oxford            Volunteer It Yourself            West Ham United Foundation            Wickes            Workplace            WSP            Young Enterprise</p>

This list is not exhaustive, nor is it intended to be. The Lister Careers team continually seeks to extend our list of delivery partners, to ensure that all students have as many encounters as possible with prospective and potential employers during their time with us.

<b>Lower School CEIAG Learning Outcomes</b>	
	Learning Outcome
<i>Developing yourself through careers, employability and enterprise education</i>	
1.	Describe yourself, your strengths and preferences
2.	Be able to focus on the positive aspects of your wellbeing, progress and achievements
3.	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
<i>Learning about careers and the world of work</i>	
4.	Describe different explanations of what careers are and how they can be developed
5.	Give examples of different kinds of work and why people's satisfaction with their working lives can change
6.	Give examples of different business organisational structures
7.	Be aware of what labour market information (LMI) is and how it can be useful to you
8.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
9.	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you
<i>Developing your career management and employability skills</i>	
10.	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services
11.	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
12.	Recognise when you are using qualities and skills that entrepreneurs demonstrate
13.	Show that you can manage your own budget and contribute to household and school budgets
14.	Know how to identify and systematically explore the options open to you at a decision point
15.	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need
16.	Know how to prepare and present yourself well when going through a selection process
17.	Show that you can be positive, flexible and well-prepared at transition points in your life

<b>Upper School CEIAG Learning Outcomes</b>	
	Learning Outcome
<i>Developing yourself through careers, employability and enterprise education</i>	
1.	Recognise how you are changing, what you have to offer and what's important to you
2.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
3.	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
<i>Learning about careers and the world of work</i>	
4.	Discuss the skills involved in managing your own career
5.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
6.	Explain different types of business organisational structures, how they operate and how they measure success
7.	Be able to find relevant labour market information (LMI) and know how to use it in your career planning
8.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
9.	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
<i>Developing your career management and employability skills</i>	
10.	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
11.	Show how you are developing the qualities and skills which will help you to improve your employability
12.	Show that you can be enterprising in the way you learn, work and manage your career
13.	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
14.	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
15.	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
16.	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
17.	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment