


<p>Dronfield Henry Fanshawe School</p> 	<h1>Careers Strategy Policy</h1>	Author:	KPI
		Committee:	Statutory
		Review Cycle:	Every two years
		Initial Date Adopted	January 2022
		Latest Date Adopted	March 2026
		Minute No:	25/36
		Review Date:	March 2028

1. Policy Aims and Objectives

Dronfield Henry Fanshawe School
Policy for Careers Education, Information, Advice, Guidance and Information Strategy

Students’ needs

The careers strategy is designed to meet the needs of students at Dronfield Henry Fanshawe School. It is differentiated to ensure spiral progression through activities that are appropriate to students’ stages of career learning, planning and development.

Aims

- Through CEIAG our students will:
- develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment of abilities and aptitudes
 - acquire a sound understanding of the range of opportunities available through learning and work, and of career progression structures
 - develop skills to form and implement effective decisions and a reflective approach to learning from experience.
 - Identify, develop and relate to key employability skills

This policy aims to: -

- Ensure CEIAG provision provides students with the support that they need and deserve
- Provides information sources that are accurate, respond to needs and are differentiated
- Is reviewed is systematically and evaluated so that provision remains strong
- Respond to student, local and national trends and needs
- That is impartial and meets the Gatsby Benchmarks

2. Introduction

Introduction
At Dronfield Henry Fanshawe School we have set ourselves an aim of achieving “Success with Care”.

▪ Rationale for CEIAG

A young person’s career is their pathway through learning and work. All young people need a planned programme of activities to help them make well informed and realistic decisions; and plan their careers; both in school and after they leave.

The 2011 Education Act places a duty on schools to provide students in Years 7-11 access to careers education, information and guidance, and the Careers Strategy updates this, May 2025.

Under the Education Act 2011, CEIAG must be impartial, and provided by a skilled professional who is not employed by the school. This is further reinforced in the statutory guidance laid out in Careers Guidance and Access for Education and training providers, January 2023, DfE. Statutory Guidance, May 2025.

We also monitor, evaluate and review our Gatsby Benchmarks via the COMPASS+ Platform. This review is completed six times a year, half-termly.

Also, we are fully compliant with the “Careers guidance and access for education and training providers” statutory guidance. This is reviewed for compliance six times a year, half-termly.

- **Commitment** The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7 -13 in partnership with external providers. This encompasses curriculum provision, Professional Learning for staff, Information provision, funding and management of the provision.

- **Development** This policy is developed and reviewed annually through discussions with teaching staff; the school’s CEIAG Personal Adviser(s) provided by external specialists, students, parents, governors, advisory staff and other external partners, in order to guide development of policy, process and practice via the SEF and the school improvement development plan.

- **Links with other policies** It is underpinned by the school’s policies for Learning and Teaching, Assessment, Recording and Reporting, Personal Social Health Education and Citizenship, Health and Safety, and Special Educational Needs.

- **Entitlement** Student entitlement is clearly communicated via a range of in school media for example classroom posters, notice boards, assemblies, digital signage, tutor activities, CEIAG website, booklets, newsletters and through attendance of partner agencies at parents’ evenings and school events.
Students should receive:
 - Clear impartial advice and support from a trained professional
 - Clear and impartial CEIAG about all of the options available
 - Support and guidance to help them make choices and complete a career action plan
 - Opportunities to experience the world of work
 - Opportunities to experience further and higher education opportunities
 - Support interviews at key transitional phases
 - Impartial and unbiased access to vacancy and course materials from external providers

3. Implementation

Professional, impartial specialist staff are available in school to support students with CEIAG. These colleagues complement the impartial advice provided by external partnerships. In addition, all staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. CEIAG is planned, monitored and evaluated by the school in consultation with students, SLT and the SLA for our careers support partners. A

specialist PSHE team, members of SLT and House Mentors deliver the programme. The partner personal advisers provide specialist impartial CEIAG. Careers information is available in the school resource centre, which is maintained by the Learning Resource Centre staff.

Specialist advice is also available via local providers who will be regularly invited into school for enrichment and information days, curriculum input and drop-in sessions. Free notice boards are provided for vacancy and opportunity marketing materials.

Monitoring and evaluation is in place via the Careermark Gold Award, measuring and assessing the eight Gatsby Benchmarks, and the Compass+ tool. CEIAG is also part of the school MER programme for Personal Development.

- Curriculum
The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (in the careers library), work-related learning, action planning, interview preparation, CV creation and recording achievement.

Careers lessons are part of the school's Pastoral, CEA, Enrichment and taught PSHE curriculum in Year 7, 8 and 9, and the Personal Development PSHE curriculum in Year 10 and 11. In the Sixth Form, CEIAG is embedded within the Futures and PSHE programme. Other focused events, e.g., progression interviews, careers conventions, options events and education fairs are also provided.
- Assessment and differentiation
Career learning outcomes have been identified and a framework for assessing what students have achieved is consistently reviewed for all year groups.
Review is completed via: -
 - Differentiated worksheets
 - TA Support
 - One to one guidance
 - Referral to partner agencies
 - Software
 - Career action planning
 - Transition planning meetings
 - SEND Reviews
 - PP Strategy.
- Partnerships
An annual Service Level Agreement is negotiated between the school and the service provider, identifying the contributions to the programme that each will make. This provision includes NEET destinations tracking.
- Resources
Funding is allocated in the annual budget planning round. Funding for developments in the school improvement development plan are considered in the context of whole school priorities. Sources of external funding are actively sought.
- Information
Each student is entitled to receive accurate and up to date information resources from the recommended resource list. The centrally based Learning Resource Centre was chosen as the main site for CEIAG information points due to its high traffic flow. This has proved to be successful, with the resources seeing a major increase in usage since the move.

In order to allow students to make well informed and realistic decisions concerning their future careers and CEIAG, we will ensure that information is accurate, up to date and reflects LMI (Labour Market Information) and trends.

The information provision is designed to meet the needs of students' stages of career learning, planning and development.

The key aims for CEIAG learning focus on the provision the school makes for preparing students for adult and working life and include:

- building the skills needed to make well informed realistic decisions;
- developing knowledge, skills and attitudes;
- to ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs;
- to improve students understanding of the work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all students;
- to improve the transition of students from school to adult and working life;

Lead Personnel: Mr K. M. Pickles. Assistant Headteacher

The effectiveness of the career's library is assessed, in order to give a student's perspective on the information provision.

This information is updated and assessed for accuracy, appropriateness, issue date and equal opportunities, on an ongoing basis by the careers staff, and a yearly basis in July for reordering of Key Texts as per CDI guidelines, student needs and local forum discussions.

Who is involved in the review?

In addition to the school student leadership group:

- PSHE classes offer feedback both verbally and in written questionnaire format in the summer term of each year. This allows us to assess provision for information, and the content, suitability and coverage of information from the perspective of the students. Library access and layout is also examined.
- WWW are reviewed continuously by staff during usage and in lesson preparation. Feedback is given via email/verbally to the lead personnel. Students often locate websites, which are assessed by staff for suitability. These may then be added to the website system. In addition, WWW resources will be monitored termly to ensure continual access through the filtering system.
- Partnership members are welcome additions to the team and offer feedback regarding information coverage on invitation. This has been useful in the past, and is planned to be a yearly event. In addition, personal advisors also comment on the information availability of information sources where necessary.
- Paper resources are to be monitored via the Learning Resource Centre staff.

- Staff development Staff training needs for planning and delivering the careers programme are identified in the faculty and school improvement development plan, and in the external agencies' partnership agreements. The CEIAG Area Improvement Plan also records needs and planned support.

- Monitoring, review and evaluation A framework for monitoring the delivery of the careers programme is in place. The external agency partnership agreements are reviewed annually. The programme is reviewed annually using the local quality standards for CEIAG to identify desirable improvements. Evaluations are carried out on a termly basis to ensure information provision. LRC staff continuously monitor resources, with a formal purchasing review undertaken in Term 4.

K. Pickles.