



South Gloucestershire and Stroud Academy Trust (SGSAT)

The Forest High School Careers Education, Information, Advice and Guidance Statement of Intent

**If you would like this document in an alternate format
Please contact the Human Resources Department**

Policy and Procedure Prepared by:	L Pitcher Leigh
Job Title/Role:	Assistant Headteacher
Policy and Procedure Ref. No.:	Version Date: 09/03/2021 Review Date: 09/03/2022 (Subject to any legislative changes) Upload to School website? Yes
Approved by:	DCEO – Stephen Miles
Date:	09/03/2021

9. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name L Pitcher	Title Assistant Headteacher	13/03/2021
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		<input type="checkbox"/>

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Remove arbitrary age barriers to educational access and to the realisation of individual potential and success	
Disability	Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities.	
Faith or Belief	No appreciable impact	
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping	
Race or Ethnicity	Provide opportunities for the advancement of persons of minority race or ethnicity	
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment	
Gender reassignment	Oppose sexism and be committed to taking positive action to identify and remove sexism from College life	
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful	
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Supporting staff and learners to recognise and challenge any inequality or discrimination associated with the status of being in care or a care leaver.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:	N/A	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:	All	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	✘
	If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:		Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 3 Best interests of the child Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 2 Right o life Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>



The Forest High School CEIAG Statement of Intent

“Inspiring students to become confident, ethical and compelling individuals with the aspiration and qualities to shape a better future for all”.

1 PRINCIPLES

1.1 The Forest High School is committed to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognises the important role that careers education / work-related learning plays in:

- Supporting and preparing young people to sustain employability, achieving personal and economic wellbeing throughout their lives;
- empowering young people to make well-informed decisions when planning and managing their own futures;
- raising aspirations; inspiring young people to achieve their full potential, enabling them to have a ‘route map’ that supports them to reach their high aspirations;
- challenging stereotypes and promoting equality, diversity, social mobility;
- preparing young people to leave school prepared for life.

1.2 Careers education forms an integral part of the curriculum at The Forest High School. The taught curriculum is supported by a comprehensive programme of organised activities (see the detailed scheme below). Careers guidance focuses on the specific needs of individual students to promote personal development and increasing self-awareness and independence. The school’s aim is to provide current and relevant information, in an impartial, confidential and personalised manner, to enable each student to make well-informed and aspirational decisions about their future.

1.3 The Forest High School’s CEIAG provision reflects the DfE’s statutory and non-statutory guidance and engagement with supporting bodies including the National Careers Service, GFirst LEP and the Gatsby Foundation.

2 TRUST ARRANGEMENTS

This Statement of Intent has been developed at school level and therefore covers specifics that are relevant to the context of The Forest High School.

3 AIMS

3.1 At The Forest High School we aim to ensure that all students leave equipped with the relevant skills and knowledge required to support their transition to the next stage of their future successfully. For this reason, the programme is named **The Futures Programme**.

The Forest High School’s Futures Programme aims to promote:

- An understanding of the changing nature of work, learning and career choices, including the full range of pathways open to young people post-16, and awareness of the opportunities and pathways open to young people post-18, in order to inform their choices at the end of KS4.
- Progression planning through the provision of information and guidance from a range of independent external services; support within the curriculum; organised activities and vents with local colleges and businesses.

- Direct exposure to a wide range of employers from different career fields; first-hand experience of the world of work through programmes such as the Year 10 work experience programme and the volunteering opportunities.
- Greater understanding of a wide range of employers and types of employment from different career fields, including how sectors interact with each other, through programmes such as the Year 7 'Work Hero' programme and the Year 8 'Global Work Village' programme.
- Self-awareness and self-development – encouraging students to assess their own strengths and areas for development in order to inform future learning and work choices, and to develop positive self-esteem.

4 THE PROCESS

The Forest High School's Futures Programme is designed to meet the needs of students at different stages of their school career. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development, as well as to ensure a completely inclusive approach and equality of access at each stage.

4.1 By the end of Key Stage 3 all students will have:

- An understanding of some of the qualities, attitudes and skills needed for employability;
- A better understanding of their strengths/ areas for development, and support to evaluate how these might inform future choices in learning and in the workplace;
- An understanding of the range of opportunities for progression, including A' Levels, BTECs, T'Levels and Apprenticeships;
- Received advice and guidance about KS4 Options that has supported them to make informed and aspirational choices at KS4;
- Used online resources to research information about the range of opportunities available to them.

4.2 By the end of Key Stage 4 all students will have:

- A more detailed understanding of some of the qualities, attitudes and skills needed for employability and an understanding of how to improve and enhance their relevant qualities, attitudes and skills to support the choices they are considering post KS4;
- Received resources, advice and support to complete the post-16 application procedures, including personal statements, CVs and preparation for interviews;
- Used online resources to research, plan and document their post- 16 choices and actions;
- Visited relevant tertiary education institutions to support the decision making process;
- Received support and advice from local business people, including targeted interview practice and feedback.
- Received regular personalised support and feedback from their Futures Mentor, who will be a member of the school's Senior Leadership Team.

5 MONITORING AND REPORTING

5.1 The Careers SLT Lead is responsible for the monitoring, review and evaluation of the programme, which is informed by:

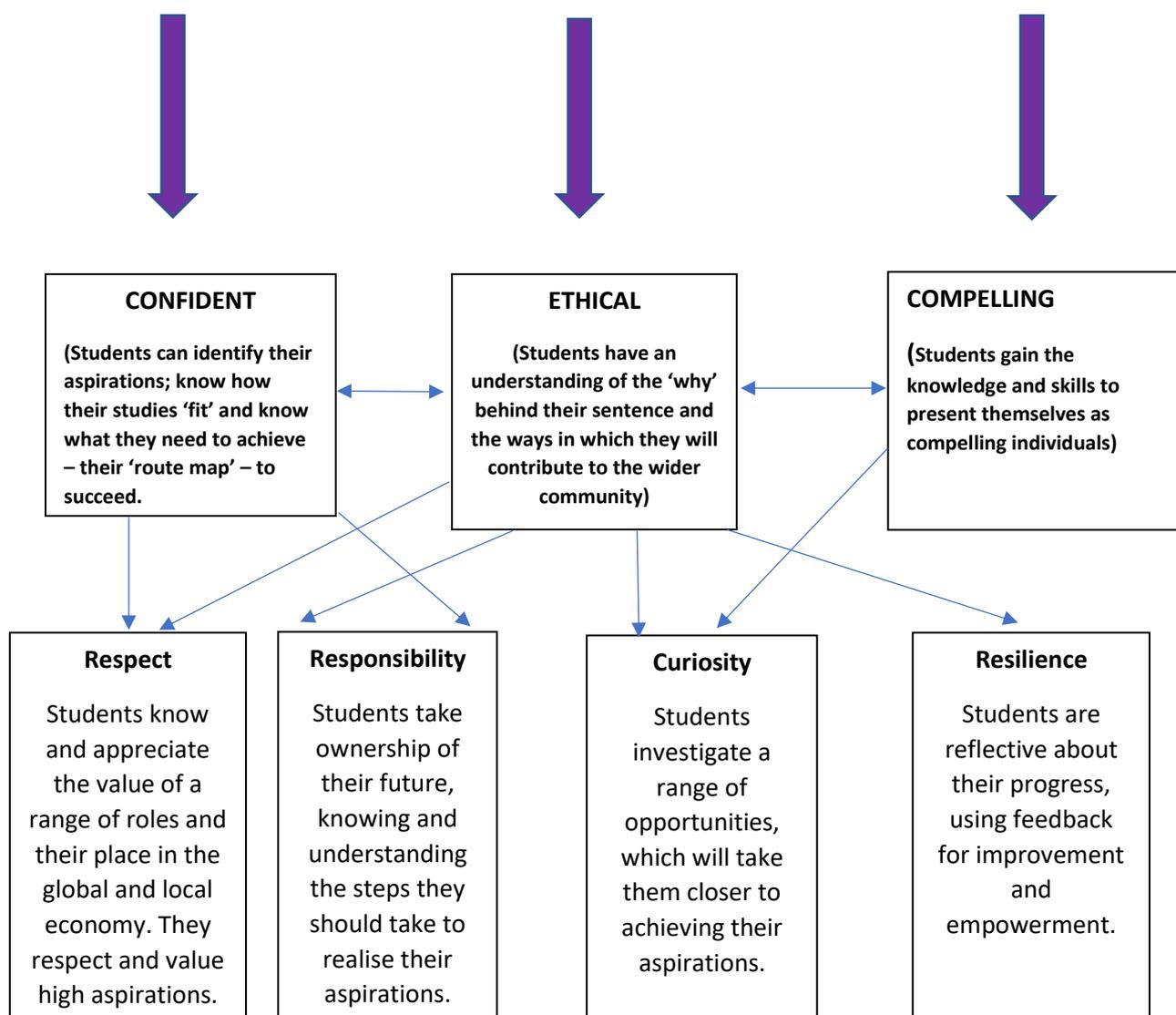
- Evaluation of progress against the Gatsby Benchmarks through the Compass tool;
- Systematic evaluation of the careers programme through a range of activities involving key stakeholders;
- Support from the link CEIAG Governor, Mrs Jane Batts.
- Support and evaluative tools provided by GFirst LEP Education.
- Biannual Evaluation with GROWS.

6 Programme details.

The Forest High School: Futures Programme 2020-21.

MISSION STATEMENT: Inspiring students to become confident, ethical and compelling individuals with the aspiration and qualities to shape a better future for all.

Purpose of the FHS Futures Programme: to provide students with the knowledge, skills and support to achieve their aspirations.



Year	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
7	<p>My Sentence: Each student will record their individual sentence, in the past tense: “She was an amazing Doctor and inspired women to go into medicine”; “He was an outstanding firefighter, who saved many lives”. (This sentence will be revisited every year).</p>	<p>My Work Hero: Each student will explore someone they admire, ideally linked to their sentence, looking at their role, what they had to do to achieve this role and how they have developed during the course of their career.</p> <p>IDEA.org: Bronze Award Each student will progress towards the Bronze Award, which they will complete in Year 8.</p>	<p>My Futures Journey:</p> <ol style="list-style-type: none"> 1) Self – reflection & Assessment; 2) Sessions on Idea.org
8	<p>The Global Community: Students will explore their Work Hero role in terms of its place in The FOD (which acts as a metaphor for a Global Village), with a range of support from stakeholders.</p>	<p>The Brilliant Club: In partnership with Magdalen College, Oxford, this is aimed at HPA students and is fully funded. Students are tutored through a mini dissertation; they visit Oxford, experience a lecture and talk to current students.</p> <p>IDEA.org: Students continue to work through the bronze until, which they complete by the end of the year. They are free to move on to the Silver Unit when they have completed the Bronze Award.</p>	<p>Apprenticeship Show: A ‘mini’ fair (virtual in 2021), raising students’ awareness of the range of apprenticeships available locally & nationally.</p> <p>Communications: Identified students take part in a series of sessions aimed at improving their communications skills.</p>
9	<p>My Route Map: Students research, plan and document what they will need for the route/s they are considering.</p> <p>IDEA.org: Students start the Silver Award</p>	<p>Visits to local colleges and sixth forms, Term 4: to give students an insight into what is on offer locally.</p> <p>IDEA.org: Students continue the Silver Award</p> <p>Communications: Identified students take part in a series of sessions aimed at improving their communications skills.</p>	<p>OPTIONS: all students choose their options subjects for KS4</p> <p>My Route Map: Students complete their KS3 Route Map.</p> <p>IDEA.org: Students continue and complete their Silver Award</p> <p>Work experience: Students start to explore providers for their Y10 work experience placement.</p>

<p>10</p>	<p>My Futures Mentor: All students are assigned and meet with their Futures Mentor (a member of SLT). They will document their meetings, discussing barriers and agreeing goals. In Meeting 1, the student will present their Mentor with their KS3 Route Map. Students will meet with their mentor 3-6 times in Y10, depending on need.</p> <p>My KS4 Route Map Students research, plan and document their route to post-16 education.</p> <p>Work Experience presentations: A range of Y11 students present their W.E reflections to Y10 students to give them ideas about their own WE and to showcase good practice.</p>	<p>Post-16 visits: to a range of providers.</p> <p>Communications: Identified students take part in a series of sessions aimed at improving their communications skills.</p> <p>Work-based volunteering: Students have the opportunity to partner with a local stakeholder to support them in a community action project. This continues throughout KS4.</p> <p>Skills sessions: CV writing, application letters, preparation for interviews.</p> <p>Term 3: National Apprenticeship Week: Students take part in a range of activities aimed at furthering their knowledge about apprenticeships and the related opportunities open to them.</p> <p>My Futures Mentor: The spring term's focus: CV 'building'; skills audit.</p>	<p>Work Experience: students complete and submit their presentation (deadline 1st September, to enable students to undertake their Work Experience during the summer holiday)</p> <p>My Futures Mentor: The summer term meeting's focus is the Work Experience journal</p>
<p>11</p>	<p>NCS applications: Students are encouraged to apply for this post Y11 opportunity, which takes place in the summer holiday of Y11 and is generally fully funded.</p>	<p>Mock interviews Round 2 (Term 3): students take the feedback from Round 1 and use it to improve their interview technique.</p> <p>Term 3: Sessions with a range of providers: giving students information about courses and applications.</p>	<p>Exams take place.</p> <p>My Futures Mentor: meetings focus on exam prep/stress, self-care.</p>

<p>Mock interviews Round 1 (Term 1): Students experience interviews with members of the local business community. The feedback from these forms part of their KS4 Routemap and informs Round 2 (Term 3).</p> <p>My Futures Mentor: Students have between 3 and 5 mentor meetings focusing on: 1) feedback from Round 1 of the Mock Interviews; 2) Preparation for Post-16 Application; 3) Academic mentoring. Students continue to document their progress in their KS4 Route Map.</p> <p>Work Experience Presentations: A range of students present their W.E reflections to Y10 students; prizes are awarded for the quality of the journals.</p>	<p>Term 3: National Apprenticeship Week: Students take part in a range of activities aimed at furthering their knowledge about apprenticeships and the related opportunities open to them.</p> <p>Skills sessions: CV writing, application letters, preparation for interviews.</p> <p>My Futures Mentor: Spring term focus: skills audit; applications. Is the student on track for post-16 provision?</p>	
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Liane Pitcher-Leigh

February 2021