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YORK STEINER SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Approved by: Board of Trustees Date: Sept 23

Last reviewed on: Sept 23

Next review due Sept 24

This policy reflects current practices as set out in the statutory guidance document “Careers Guidance and Inspiration in Schools”, published by the DfE in April 2017.

The careers curriculum has as a central aim preparation for life. At York Steiner School, the children learn and use many practical skills during the school day. The breadth of the curriculum gives each child the opportunity to discover what they enjoy doing, what they are interested in and what they are good at. Good work habits, related to organisation and punctuality, independence, initiative, stamina and responsibility are consciously developed throughout the school. In addition, the School is committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in the older age range, that is those children in Classes 6, 7, 8, 9 and 10.

Careers Guidance is presented in an impartial manner and promotes the best interests of the pupils to whom it is given.

In addition to adhering to the Department for Education Guidance, York Steiner School believes that one of the ultimate aims of the School must be for our young people to engage proactively in decisions about their education pathways and their journey to a career.

Our careers strategy is shaped by 8 benchmarks (outlined in the Statutory Guidance for careers updates since 2018) as the key elements of high-quality practice.

1. A stable careers programme;
2. Learning from career and labour market information;
3. Addressing the needs of each pupil;
4. Linking curriculum learning to careers;
5. Encounters with employers and employees;
6. Encounters with Further and Higher Education;
7. Personal guidance.
8. Work Experience

Appendix 2 gives more details of how our careers strategy meets these benchmarks.

Careers Education, Information, Advice and Guidance (CEIAG) programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A young person's career reflects the progress they make in learning and work. At York Steiner School, we believe

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that all students need a programme of activities to help them choose options and career pathways that are right for them, to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. York Steiner School is supported in these efforts by Morrisby Careers.

Students are entitled to CEIAG which as far as possible meets professional standards of practice and which is impartial and confidential, within the usual parameters in Education while the young person is in our care. Activities are embedded in the curriculum and based on a partnership with students and their parents/carers. The programme is designed to raise aspirations, challenge stereotyping and promote equality and diversity. The use of specialist talks from professionals and ex-pupils from varying backgrounds, together with support from Morrisby Careers, are targeted at those who would most benefit.

York Steiner School ensures that students are well prepared for the next stage of their education. We ensure that we provide timely independent information, advice and guidance to assist students on their next steps in education, so that students have a well-informed understanding of the options and challenges facing them as they move through the School and on to the next stage of their education, training or employment.

Curriculum

The School undertakes to provide impartial information, advice & guidance as part of the school's PSHE programme for all students at the top age range, that is those children in Classes 6-10 (Years 7-11). In terms of delivery, all staff have a responsibility to provide Careers Education, Information, Advice and Guidance (CEIAG) and whilst delivery will be through a predominantly taught approach within tutorial, Assemblies, PSHE, Careers and Religion lessons, all staff will be expected to contribute through roles as class teachers and subject teachers in addition to specific staff responsibilities for CEIAG. The Careers Lead is Tracey Lucas.

The aim and content of this careers advice programme is:

- To enable the student to develop awareness of their strengths and skills;
- To encourage the student to make decisions based on knowledge and understanding;
- To provide accurate information in a number of different forms of media and in a variety of styles in order that students of all abilities have access to that information;
- To make students aware of available resources, both material and human; 🏠
- To link with curriculum areas to access knowledge of skills used in different careers;

- To increase awareness of the world of work through industrial and professional links, work experience and talks by adults from outside organisations;
- To enable young people to plan for their future economic independence;
- To heighten students' awareness of the opportunities available to them when they complete their Waldorf Upper School education post 16.

Although we do not follow a formal programme of careers in Classes 1-5, discussion of careers often enter into Main Lesson (e.g. archaeology during a history main lesson, business or accounting as part of the business maths curriculum). This begins as soon as Class 3 (Year 4) when children learn about a wealth of different jobs including farmers, builders and many other skilled jobs. In Classes 6-10, our careers programme is delivered during the PSHE lesson by Class Teachers are supported by the Morrisby framework and the PSHE association which provides topic lists, resources, lesson plans and interactive questionnaires.

The careers programme for classes 6-11 is below:

Class 6 (Year 7)

Managing Money (linking to the Business Maths Main Lesson)

Self-Awareness:

Encouraging students to identify and share different things about themselves, leading to discussions about the value of self-awareness.

What is work?:

Students will explore the different types of employment: part time, self-employed, freelance, etc., and different priorities and skills in the workplace, discovering different ways of working.

Class 7 (Year 8)

Aspirations: Students complete the Aspirations questionnaire and reflect on their profile and the careers suggested

Employability Skills: Discussion of the CBI definition of employability skills and relevance and range of these skills. Introduction of the Skills Builder Framework of eight essential skills. Students complete their own personal skills audit, then a skills development worksheet, including an action plan to develop some of their skills.

Class 8 (Year 9)

Role Models:

Students in Class 8 (Year 9) will be asked to research and give a presentation on an inspirational person and to explore the career that person has chosen. At the end of the year the class will explore the careers that have been presented and examine potential career paths for themselves.

Decision Making: Students consider their personal steps to make a specific career-related decision and the factors influencing this decision. A model for the decision-making process is introduced to reinforce the learning.

CVs: Students will learn how to write a successful CV and are asked to critique a CV, based on two case studies, feeding back their thoughts to the class.

Class 9 (Year 10)

Challenging Workplace stereotypes:

The concepts of prejudice and stereotypes are introduced by exploring stereotypes of teenagers and other groups of people, leading to class discussion about challenging negative attitudes and breaking down career choice stereotypes.

Preparing for Work Experience:

Students share their aspirations and concerns about going on placement. They research the company or sector they are going to and in pairs work out what questions they want to ask during their placement. In groups they discuss appropriate behaviours for students on placement and finally learn how to keep a diary of their experiences.

Aptitudes

Children complete the Morrisby assessment of their aptitudes, career interests and personality. They reflect on their profile and the suggested careers.

Class 10 (Year 11)

Careers for the Future:

A video introduces careers that are likely to be part of our future world, including the types of skills and qualities required to fulfil these roles. Students work together to find out what skills and qualities a selection of these future roles entail. They then discuss the skills needed for the future.

Options at 16:

Students will be encouraged to consider their options at 16, including activities and discussions around entering academic and practical qualifications and apprenticeships.

Monitoring Compliance and Effectiveness

- This document will be reviewed annually by the School Management Group (SMG), following which it will be approved by the Board of Trustees;
- All careers events will be documented; individual students' career guidance will be recorded;
- All teaching staff will adhere to this policy.
- Monitoring Arrangements : The school's arrangements for managing the access of education and training providers to students is monitored by the Careers Lead and the Head Teacher.
- Links to Other Policies:
 - Safeguarding & Child Protection policy;
 - DBS policy;
 - Curriculum policy.

Appendix 1 - Provider Access Statement:

1. Pupil Entitlement

All students in Classes 6-10 (Years 7-11) at York Steiner School are entitled :

- To access and use information about career paths and the labour market to inform their own decisions on study options, including technical education qualifications and apprenticeship opportunities;
- To have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace, through a range of enrichment activities including visiting speakers and mentoring, including technical education and apprenticeships;
- To learn how the different STEM subjects can help people to gain entry to and be more effective workers within a wide range of careers.

2. Statutory Requirements

This Provider Access Statement aims to set out our School's arrangements for managing Education and Training Providers' access to students, for the purpose of giving them information about their offer, as outlined in section 42B of the [Education Act 1997](#)). It sets out:

- Procedures in relation to requests for access;
- The grounds for granting and refusing requests for access;
- Safeguarding provision
- Details of premises or facilities to be provided to a person who is given access.

3. Management of Provider Access Requests

3.1 Procedure

A careers provider/employer/apprenticeship provider wishing to request access should contact:

Tracey Lucas, Careers Lead. Telephone:

01904 654983

Email: Tracey@yorksteinerschool.org

3.2 Granting and Refusing Access

A number of events, integrated into the School Careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. The School will always try to provide access wherever possible. Access to students may be granted or refused based on the following criteria:

- The needs of the students;
- The needs of the curriculum;
- Timing of request (e.g. not during busing exam or assessment periods);
- Time of day;
- Nature of request;
- Number of requests received;
- Number of requests received for a particular cohort of students;
- Quality of previous interactions with our students.

This list is not exhaustive and each access request will be considered on a case by case basis. The decision to grant or deny access to students will be made by the School's Management Group (SMG).

3.3 Safeguarding

Our Safeguarding & Child Protection and DBS Policies outline the School's procedures for checking the identity and suitability of visitors. All education and training providers will be expected to adhere to these policies, which can be found on the School's website.

3.4 Premises and Facilities

The School will make large spaces, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The School will also make available AV and other equipment (where available) to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or the Head Teacher. Providers are welcome to leave a copy of their prospectus or others relevant course literature with the School.

Appendix 2 - GATSBY Benchmarks

Benchmark 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 pupils, parents, teachers/staff and employers. Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers/staff and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers/staff and employers as part of the evaluation process.

At York Steiner School, the Careers Policy is published on the School website. The Careers Lead is Tracey Lucas. The teachers and pupils in classes 6 – 11 have access to Morrisby Careers which is a Careers platform with research tools to help students discover the world of work, make good options, decisions and choose pathways forward at age 16. There is a regular programme of careers talks from a wide variety of different people, including employers and former students.

Benchmark 2 - Learning from Career and Labour Market Information

Every pupil and their parents should have access to good quality information about future study options and labour market opportunities. They need the support of an informed adviser to make best use of available information. By the age of 16, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The pupils in classes 6-10 (Years 7-11) have access to Morrisby Careers which is a Careers platform with all the research tools to help students discover the world of work, identify good options, make decisions and choose pathways forward at age 16. The class 10 pupils will visit 6th form colleges to explore their post-16 options, including A Levels.

Benchmark 3 - Addressing the Needs of Each Student

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.

Morrisby Careers will support individual students using innovative assessment software to identify each student's strengths and build a comprehensive personal profile, raising self-awareness. This data is then collected by York Steiner School and used to support students' careers planning.

Benchmark 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 future career paths. By the age of 16, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to and be more effective workers within a wide range of careers.

Every year, in classes 6-11, a speaker from one of the STEM subjects will talk to our students to highlight future careers paths involving STEM subjects. The school will make good use of the STEM resources on the Morrisby platform. In 2024, our STEM speaker will be an Orthopaedic Surgeon from York District Hospital.

Benchmark 5 - Encounters with Employers and Employees

Every pupil 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 and mentoring. Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer (that is an interaction in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace).

Each year at least three speakers come into School to talk to Classes 6-10 about different Careers. They talk about the job that they do, how they trained for it and what they studied at school. In the academic year 2023-2024, we will have had speakers from Medicine, Education, Midwifery, Occupational Therapy, Business, the Police and Accountancy. For classes 6-10, we will also be holding an annual careers fair on site with several employers coming from a diverse range of sectors.

Benchmark 6 - Experiences of Workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, in addition to any part-time jobs they may have. As far as is reasonably possible, schools and employers should ensure these are positive experiences.

Students in classes 9 will undertake at least one work visit. Students in class 10 will undertake at least one week-long work placement. These work visits and work placements will be organised through our alumni network and wider community links, where possible.

Benchmark 7 - Encounters with Further and Higher Education

All pupils 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. By the age of 16 every pupil should have had a “meaningful encounter”, where the student has an opportunity to explore what it’s like to learn in that environment, with providers of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and students.

Students will explore post-16 options for Further and Higher Education vocational routes and employment. Class 10 students in particular will visit 6th form colleges and other providers to explore their post-16 options, including A Levels. Through Morrisby Careers, students will have access to the research tools to discover the world of work, identify good options, make decisions and choose pathways forward at age 16, including information about apprenticeships and other areas of further study.

Benchmark 8 - Personal Guidance

Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided 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 pupils but should be timed to meet their individual needs. Every pupil should have at least one such interview by the age of 16 and the opportunity for a further interview by the age of 18.

Our older pupils in Classes 8, 9 and 10 have access to individual careers discussions with their class teacher and one-to-one interviews with the Careers Lead or the Head Teacher. In class 10, they will have an A Level Option discussion with the Careers Lead or the Head Teacher.