



## Southern International School, Hat Yai

### CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

SIH/P/034/23

Updated September 2023

#### Principles

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 7-13. Ensuring that the CEIAG and Employability programme follows guidelines from Educational Development Trust, the Career Development Institute and the Gatsby Benchmarks for good career guidance.

The Gatsby Benchmark is a framework outlining the best careers provision in schools and colleges, the school's Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across Years 7-13, these guidelines are also embedded within curriculum and enrichment activities.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states: "A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment."

The eight Gatsby Benchmarks are:

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 and employers.
2. Learning from labour market information	Every pupil, 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 pupil	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.



4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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, mentoring and enterprise schemes
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
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
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career's 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

### **Objectives**

Southern International School is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Inspire young people about their future prospects
- Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
- Enable students to make realistic and well-informed career decisions and transitions
- Equip students with the employability skills and study skills they need to succeed beyond school life □  
Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
- To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts
- To provide CEIAG in partnership with students themselves, their parents / careers and our chosen professional and community partner

### **Provision**

SIH is committed to providing a tailored careers programme for all pupils in EY's, Primary and Secondary in partnership with independent and impartial guidance services provided, supporting each individual student with their careers dreams and aspirations in an ever changing global economy. There is comprehensive information available for both students and parents on the careers section of our school website.



The School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

The School will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school and avoid becoming NEET's (Not in Education Employment Training).

We believe that skills for careers and employability should be embedded across our curriculum including Primary and Secondary PSHE. This framework covers 'Dreams and Goals' in the primary phase and the 'Living in the Wider World' in secondary. The curriculum will enhance students listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and team work in a structured series of activities which builds up student's employability skills over time and enhances a spiral curriculum which will lead either into further education or the world of work.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from Educational Development Trust, Thai University Admissions Systems and other agencies as appropriate.

### **Leadership and management**

To ensure coherence and the quality delivery of CEIAG, leadership and management are secured through the careers coordinator who plans and co-ordinates the day-to-day delivery of the careers programme and works closely with the Head Teacher and his staff team. This area is also supported by a named link in the Parent Group, who is responsible for CEIAG.

### **Staffing**

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by form tutors through the personal development and PSHE programme. The CEIAG programme is planned, monitored and evaluated by the career's coordinator in consultation with appropriate members of staff including staff across all three key stages.

### **Curriculum**

The careers programme for each year group is constructed around taught careers education, assemblies, events (such as Inspiration Day, Enterprise workshops and Careers Workshops), work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area includes links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn. Students are involved in the evaluation of activities; feedback is collated and fed in to the CEIAG development plan and the overall school development plan.



## **Partnerships**

SIH works with a range of local partners to deliver the CEIAG programme. We also work closely with local universities and a range of employers who meet our students in different settings. All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Any provider wishing to request access should contact Michael Warren (Careers Lead).

## **Resources**

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. The Headteacher is responsible for the effective deployment of resources.

## **Staff development**

Staff training needs are identified by making use of the training needs analysis for CEIAG. The CPD at SIH endeavours to meet training needs within an agreed period of time.

## **MONITORING, REVIEW AND EVALUATION**

The annual CEIAG development plan is reviewed termly by the career's coordinator and annually by the senior leadership team. Aspects of the programme are regularly evaluated by students.

The Careers Quality Standards and Gatsby Benchmarks for CEIAG will be used to identify desirable improvements.

**KEY PERSONNEL:** Careers Leader, Headteacher, Deputy Headteacher, Parent Group Careers Representatives, Student Council, Staff

