

**Careers Education Information,
Advice and Guidance Policy**



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1. Introduction

All students will study Social Studies which incorporates elements of Personal, Social and Health and Economic Education. CEIAG features in this subject. This begins in Year 7 and continues throughout the students' time at the academy. The ongoing CEIAG scheme is supported by work experience, embedded in lessons and with additional suspended timetable events. All staff are involved in the process to varying degrees. The CEIAG work conducted in the academy is compliant with Gatsby and is moving towards being compliant with the CDI framework and is overseen by the Director of Aspirations who is Careers Leader for the academy.

This document is to outline the purpose, nature, and management of CEIAG in the academy. It is to outline the principles for the delivery of Careers Education, Information, Advice and Guidance and to provide a basis for its future development in the academy.

Careers Education relates to the academy aims of preparing young people for the opportunities, challenges and responsibilities of their continued educational journey and adult working life. It is to help develop students personally, socially, and culturally as well as raise awareness of opportunities available, raise aspirations and increase social mobility.

The Senior Leadership Team and Director of Aspirations have been involved in writing the policy document and have the responsibility of implementing the Policy.

2. The Nature of Careers Advice

Aims to help young people to:

- develop an awareness of themselves and others.
- develop an understanding of the full range of opportunities available.
- learn how to make and implement well informed and realistic decisions about the available opportunities.
- manage changes and key transitions within and between education, training, and work, especially post 14, 16 and 18.

3. Entitlement

All students in years 8-11 are entitled to:

- A stable career programme.
- Opportunities to learn from the career and labour market.
- Access to a personalised programme to meet their needs.
- Opportunities to learn about careers across the curriculum.
- Encounters with employers and employees, at least one per year.
- Experience of the workplace.
- Encounters with further and higher education, including providers of technical education and apprenticeships (Baker Clause, Jan 2018).
- Access to personal guidance from year 7 and at least one 1-1 guidance interview by the end of year 11.

4. Implementation

CEIAG is delivered across a number of platforms including PSHE in Years 7 to 11, form time, drop-in sessions in the “Future Zone”, in extended assemblies and during drop-down days throughout each year.

A wide variety of teaching and learning strategies and methods are used to involve students in the learning process. Particular emphasis is given to active and participative methods such as group work, experiential learning, and self-supported study. ICT will be used where possible, particularly with regard to CVs and applications for Years 11, and careers platforms such as Unifrog.

An independent Careers Adviser assists the academy by providing regular opportunities for individual and group interviews for students in KS4. All students are provided with at least one 1:1 personal guidance interview by the end of year 11.

5. Employers, Trainers, and FE staff

Local industry, training organisations and colleges are involved with the CEIAG programme, providing opportunities for students to experience the world of work and further study, both in the academy and in the wider community.

6. Equal Opportunities

The Careers Team have a particularly important role in promoting equal opportunities by helping students to challenge attitudes and damaging stereotypes within the academy and the wider community. Through the careers programme, students are encouraged to become aware of, and to challenge stereotypes of gender, race, class, religion, and disability that exist in the world of work and in the community. Students are encouraged to participate in non-stereotypical activities. All careers and education information conforms to Equal Opportunities values.

7. Parental involvement

We recognise the vital role that parents/carers play in helping to shape the career choice of young people. Opportunities are available for parents to engage in their child’s career planning via parents’ evenings, individual meetings where appropriate, and Unifrog.

8. Material resources to support

- The Future Zone contains a wide range of careers information, educational information, and a private study area.
- ICT hardware and software programmes to support career planning e.g., National Careers Service, iCould, UCAS and Unifrog.

9. Evidence of student's work

- Activities tracked using Compass+.
- Students to log own career journey on Unifrog.
- Up to date records of interviews and action plans.

10. Communicating with Parents

Communicating with parents is through discussion at Parents' and Options Evenings, through information on Weduc, social media and the Academy website.

11. Related Policies and Documents

This policy is informed by:

- Statutory Guidance: Careers Guidance and Access for Education and Training Providers (DfE January 2018 - updated September 2022)
- Careers Strategy: Making the Most of Everyone's Skills and Talents – DfE December 2017
- The Technical and Further Education Act 2017 (inserted section 42B into the Education Act 1997)
- 'The Baker Clause' in effect Jan 2018
- The Education Act 2011

and is used with:

- Work-based Learning Policy (replaces)
- Enterprise Education Policy
- Work Experience Policy

Updated: Sept 2022

This policy will be reviewed annually