



## **Haven High Academy**

### **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**

#### **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 form time, and with additional suspended timetable events. All staff are involved in the process to varying degrees. The CEIAG work conducted in the academy is moving towards being compliant with Gatsby, follows 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.

#### **Intent**

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.

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

## **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.
- Prepare for and manage changes and key transitions within and between education, training and work

### **Entitlement- all students in years 8-11 have**

- a stable careers programme
- opportunities to learn from the career and labour market
- access to 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)
- personal guidance, at least 1 guidance interview by end of year 11

## **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 Xello.

The Director of Aspiration offers guidance alongside an independent Careers Adviser who assists the academy by providing regular opportunities for individual and group interviews for students in KS4. All students are provided with at least one personal guidance interview by the end of year 11.

All staff are expected to make regular contributions to the careers education programme. This is by making explicit the links between skills used in their classrooms and ‘employability’ skills applicable in the wider world. They also relate their subjects to possible careers, and vocational subjects in particular, have close links with employers to support their curriculum.

## **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. Regular visits and presentations from providers helps students make informed decisions about next steps whilst employer contacts can show a range of local and national opportunities for work.

### **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 and wider PSHE programme, students are encouraged to become aware of, and to challenge stereotypes including sex, 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.

### **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 and individual meetings where appropriate. Information on events, internal and provided by external companies regularly sent out via social media and Weduc. Parents are invited to share their career journeys.

### **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 Xello

### **Evidence of student progress (Impact)**

- Activities tracked using Compass+
- Students to log own career journey on Xello
- Up to date records of interviews and action plans
- Examination of destinations data

### **Reporting to Parents**

Reporting to parents is through discussion at Parents' and Options Evenings, through information on Weduc, Social Media and website.

### **Related Policies and Documents**

This policy is informed by:

- Statutory Guidance: Careers Guidance and Access for Education and Training Providers, DfE January 2018 (last updated July 2021)
- Careers Strategy: Making the Most of Everyone’s Skills and Talents – DfE December 2017
- Skills for Jobs: Lifelong Learning for Opportunity and Growth January 2021
- 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 alongside:

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

Updated: September 2021

Next update: September 2022

Signed by SLT : .....

Print name and role: .....

Date:.....

Signed by Career Leader: .....

Print name and role: Elaine Dutton - Director of Aspiration/Careers Leader

Date: .....