



CAREERS EDUCATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Statutory Policy	No
SLT Lead/Author	ASE / LDN
Ratified by Governing Body	
Next Review Date	January 2025

Careers education, advice and guidance Policy

Introduction

The Academy is committed to providing Careers Education, Advice and Guidance to all students through the curriculum and organised activities. We are proud to have achieved the Investors in Careers Award, this will be reassessed during Summer term 2022.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

1. Aim of Policy

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance.
- Experiences of the workplace in Year 10
- Independent investigation through the use of the National Careers Service website.
- Progression planning through the provision of Information and Guidance (IAG) from external careers advisors, support across the curriculum, organised progression activities, events and association with local colleges and businesses.
- Develop an understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

1. Links with other Policies

This policy should be read in conjunction with, or takes into consideration; any additional specific policies within the College and these are listed in Section 5 below and are available on the University of Brighton Academy Trust website and on the Academy's Q:\drive.

2. Ratification

This policy should be reviewed every 3 years and should be approved by the Principal and link governor.

3. Supporting Documents

- Teaching and Learning Policy
- Assessment Policy
- PSHE
- Gifted and talented Policy
- Safeguarding Policy
- SEND statement – Local Offer
- B11 Provider Access Policy
- Equality and Diversity Policy
- Employability and Careers Strategy

COMMITMENT

The Academy is committed to all students, providing a planned programme of careers education, information and guidance for students in all years. All students will leave the Academy with the skills and knowledge required to support their entry to further education or employment. The Academy actively promotes parent/carer involvement through events, forums and ensuring access to information throughout the year.

IMPLEMENTATION

Leadership and management of the careers programme is led by our named Careers Leader, Linda Dorgan and the member of SLT with oversight of the programme is the Principal.

This area is also supported by the Governing Body.

All staff are expected to contribute to CEG delivery through their roles as tutors, subject teachers and support staff.

Specialist careers education sessions are delivered by Citizenship staff.

The CEG programme is planned, monitored and evaluated by the Careers Leader in consultation with the Principal and follows the guidance set by the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

ENTITLEMENT

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given.

PROVISION

Careers resources, available in the learning resource centre for all students, are relevant and updated regularly. Access to careers software (National Careers Service website) and the internet is easily available.

Participation in activities, both in school and off-site, provide employer contact and further information. The Academy employs the services of an external IAG provider, Kate Beecham (Elev8 Careers), who is providing careers interviews for every Year 11 student and attends Year 11 Further Education Evening and Year 9 Guided Choices Evening. She is also available to students and parents/carers via email.

Careers focused activities delivered through the PSHE curriculum are provided and managed by the teacher responsible for Citizenship and CEAIG. This will include activities about work to develop knowledge and skills.

Training needs are identified and offered to all relevant staff as opportunities arise. Information is then brought back in to school and shared with other staff members. The Careers Leader attends meetings for career updates as necessary.

The Principal and the Careers Leader will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.

Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice
- Allotted time through Citizenship lessons for self-development focusing on lifestyle and progression
- Access to the careers software via PSHE lessons and tutor time
- Year 9 will be invited to attend Guided Choices Evening and have access to a variety of career speakers and to Kerry Mann, independent careers adviser.
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Visits from Employers and visits to universities and vocational education providers.

By the end of Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 guided choices.
- Received appropriate advice and guidance on Key Stage 4 guided choices, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase.

Key Stage 4 Provision

- One week dedicated to furthering knowledge of the work place with work experience or work shadowing and a series of careers talks or activities by industry specialists.
- Further Education Evening with attendance by local sixth form colleges and apprenticeship training providers

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- College presentations
 - Local university presentations
 - Careers interview for every Year 11 student
 - Information on college open days
 - Support with completing college application forms
 - Mock interviews, where deemed advantageous
 - Supported CV and personal statement sessions within Citizenship and the tutorial programme
 - Parent evenings and some assemblies are supported by external IAG providers
 - Close monitoring of vulnerable students
 - Assemblies from ex-students on work routes

By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the world of work through a work placement if they require one
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify and access a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources and training to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

PARTNERSHIPS

The schools works with a range of partners to deliver the CEG programme. These include:

- LA IAG Participation Consultant
- Post 16 providers and higher education institutions
- Employers and training providers
- Parents and carers
- Business mentors
- Elev8careers (Independent Careers Adviser – Kate Beecham)

PROVIDER ACCESS

Students in Years 7-11 are entitled to hear from and understand about the technical education qualifications and apprenticeship opportunities available to them. The Academy work with local providers in order to identify the most effective opportunity for them to share information about their education and training opportunities. Details of this can be found Policy B11 – Provider Access.

RESOURCES

Funding is allocated in the annual budget planning round and the level of funding is related to whole school priorities and particular needs in the CEG area. The Careers Leader is responsible for the effective deployment of resources.

STAFF DEVELOPMENT

Staff training needs are identified in conjunction with the AHT – Teaching and Learning. The school will endeavour to meet training needs within a reasonable period of time.

MONITORING, REVIEW AND EVALUATION

The annual CEG improvement plan is connected to the school improvement plan. It is reviewed annually by the Careers Leader and the Senior Leadership Team.

Aspects of the programme are regularly evaluated by students using verbal discussion/Survey Monkey.

The Investors in Careers quality standards for CEG will be used to ensure good practice is maintained and to identify desirable improvements.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as Google Forms
- Feedback from external visitors to the school such as the Challenge Partner or Ofsted
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.