



Policy title	CAREERS EDUCATION, ADVICE AND GUIDANCE (CEAIG) POLICY
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Status	
Summary of change	

Equality Impact Assessment date	
JCC consultation date (People policies)	
Approval date	
Approval authority	
Review date	

Careers Information Advice and Guidance Policy (CEAIG)

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 in the Autumn term of 2024.

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 2 below and are available on the University of Brighton Academy Trust website and on the Academy's intranet.

2. Supporting Documents

- Teaching and Learning Policy
- Assessment Policy
- PSHE
- Gifted and talented Policy
- Safeguarding Policy
- SEND statement – Local Offer

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, Carl Jackson (Elev8 Careers), who is providing careers interviews for every Year 11 student and attends Year 11 Further Education Evening. He is also available to students and parents/carers via email.

Careers focused activities delivered through the Personal Development curriculum are provided and managed by the subject leader for Personal Development. 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 Vice 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 Personal Development lessons for self-development focusing on lifestyle and progression
- Access to the careers' software - Unifrog via Personal Development lessons and tutor time
- Year 9 will be invited to attend Guided Choices Evening and have access to a variety of career speakers.
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Visits from Employers and visits to universities and vocational education providers.
- Aspiration workshops from our careers adviser for SEN, Pupil Premium and disengaged students.

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

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 VP – 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/Microsoft forms.

The Investors in Careers quality standards for CEG is 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 Microsoft 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.