



Careers Education Information, Advice and Guidance Policy

Approval confirmed:

Designation	Name	Date	Signature
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Monitoring and Evaluation	
Original implementation date:	April 2021
Date last reviewed:	March 2023
Review frequency:	2 years
Date of next Review:	March 2025
Review delegated to:	Quality of Education committee

Document Version control

Version	Changes made	Date
1.0	Initial set up of Trust-wide policy	April 2021
	Reviewed, statutory requirements added, added 11.5, 12.1 to 12.5,	March 2023

1. Introduction

- 1.1. The purpose of Careers Education, Information, Advice and Guidance (CEIAG) is to help all students to apply relevant knowledge and understanding, experience, skills and qualities to their own particular circumstances, when choices have to be made.
- 1.2. CEIAG is a statutory requirement for all students in Key Stages 3 and 4 (Careers, Guidance and Inspiration in Schools April 2017)
- 1.3. The CEIAG programme for schools within SAND Academies Trust is an integral part of our commitment to preparing all students for the opportunities, choices, changes, challenges and transitions affecting their future education, training and life as adult members of society.

2. Statutory Requirements

- 2.1. This policy is based on the Department for Education's (DfE) statutory Careers Guidance and access for education and training providers.
- 2.2. This guidance refers to:
 - 2.2.1. The Education Act 1997
 - 2.2.2. The Education and Skills Act 2008
 - 2.2.3. The School Information (England) Regulations 2008
- 2.3. This policy is also in line with the Skills and Post-16 Act 2022 which came into force in January 2023. It explains that schools within SAND Academies Trust must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.
- 2.4. The policy is in line with the Education (Careers Guidance in Schools) Act 2022. This came into force in September 2022, and amended the existing duty in The Education Act 1997, so that:
 - 2.4.1. All schools must now secure independent careers guidance from Year 7.
 - 2.4.2. As academy schools, there is a requirement to provide and publish careers guidance. Where appropriate, schools within SAND Academies Trust publish information about their careers programme on their website.
- 2.5. This policy complied with our funding agreement and articles of association.
- 2.6. The schools also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how the schools meet this duty.

3. Aims

- 3.1. CEIAG supports the aims of the schools in the Trust, in particular to help students:
 - 3.1.1. To develop knowledge, skills, personal qualities and practical abilities as well as the will to use them.
 - 3.1.2. To gain understanding of the social, economic and political order.
 - 3.1.3. To prepare for their adult lives as members of society
 - 3.1.4. By delivering a planned programme of study using the Gatsby Benchmarks.

- 3.2. The broad aims of Careers Education and Guidance are self-development, career exploration and career management.
- 3.3. The programme emphasises individual participation and has the following aims:
 - 3.3.1. To contribute to strategies for raising achievement, especially by increasing motivation.
 - 3.3.2. To support inclusion, challenge stereotyping and promote equality of opportunity.
 - 3.3.3. To encourage participation in continued learning including further education and training.
 - 3.3.4. To develop enterprise and employment skills.
 - 3.3.5. To reduce drop out from course switching in further education and training.
 - 3.3.6. To contribute to the economic prosperity of individuals and communities.
 - 3.3.7. To meet the needs of all students through appropriate differentiation.
 - 3.3.8. To focus students on their future aspirations.
 - 3.3.9. To involve parents and carers.

4. Self-Development

- 4.1. To develop understanding of themselves and the influences on them.
- 4.2. To develop student self-esteem, self-confidence and self-awareness.
- 4.3. To enable students to identify their own interests, strengths, experiences and preferred approaches to learning and working.
- 4.4. To learn about the attitudes, skills and abilities valued in the world of work.
- 4.5. To develop attitudes, skills and abilities necessary for success in the adult world
- 4.6. To raise levels of aspiration and motivation.
- 4.7. To make all students aware of all the options available to them at key transition points (ie: Y9, Y11)
- 4.8. To plan and prepare for transitions and challenges in school and the world of work.
- 4.9. To encourage flexibility, adaptability and self-reliance.
- 4.10. To gain awareness, understanding and direct experience of the world of work.
- 4.11. To develop the wider key skills of communication, working with others and problem solving.

5. Career Exploration

- 5.1. To experience, locate and use different types of information.
- 5.2. To raise awareness of the local and national labour market and its requirements.
- 5.3. To enable students to relate learning and experiences to future opportunities in education, training and employment.

6. Career Management

- 6.1. To have access to relevant adults and other resources for information, advice and guidance

- 6.2. To help students develop skills which lead to success in education, training and employment.
- 6.3. To enable students to acquire career management skills which they can use in future decision making and problem solving.
- 6.4. To set targets to gain experience of the world of work and future opportunities.

7. External Provider Access

- 7.1. All pupils in Years 8 to 11 are entitled to:
 - 7.1.1. Find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information on the range of education and training options as they approach transition at the end of Key Stage 4.
 - 7.1.2. Hear from a range of local providers about the opportunities they offer, through subject course work, assemblies, group discussions and taster events.
 - 7.1.3. Understand how to make applications for the full range of academic and technical courses.
- 7.2. A number of events that are integrated into the school's careers programme and wider curriculum will allow providers an opportunity to come into the school to speak to students and/or their parents/carers
- 7.3. Some of the events on offer are outlined below:
 - 7.3.1. Whole school assemblies throughout the year.
 - 7.3.2. Parental conversation meetings, twice a year.
 - 7.3.3. EHCP transition meetings, specifically for students in Key Stage 4 and Year 9 transition.
 - 7.3.4. Annual whole school National Careers Week activity.
 - 7.3.5. Careers / Skills for Independence and Work and PSHE lessons throughout the year.
 - 7.3.6. Independent guidance and advice is accessed through Gloucestershire Special Schools Challenge and Support sub group – Careers, Employability and Enterprise.
 - 7.3.7. Pupils meet employers during mock interviews through our close working relationships with GFirst LEP.
 - 7.3.8. Pupils meet employers through Enterprise training activities with GFirst LEP.
 - 7.3.9. Pupils in Year 11 have work experience placements.
 - 7.3.10. Pupils in Year 9 to Year 11 are invited to college link days.

8. Premises and Facilities

- 8.1. The school will make the main hall, classrooms or separate meeting rooms available for discussions between providers and students as appropriate to the activity.
- 8.2. The school will also make available technical equipment to support provider presentations.

9. Safeguarding

- 9.1. In all areas of school life, safeguarding is a high priority.

- 9.2. All aspects of careers education and work-related learning are organised with an accredited provider and include activity and pupil risk assessment.
- 9.3. All visitors are made aware of and agree to the individual school's safeguarding procedures. This ensures the best outcomes for students and ensures everybody stays safe.

10. Roles and Responsibilities – Headteacher / Senior Leadership team

- 10.1. Ensure that the curriculum, timetable and staffing structure allow for the delivery of effective CEIAG with appropriate resources.
- 10.2. Agree a named member of staff and Local Advisory Board member with responsibility for CEIAG.
- 10.3. Support appropriate staff INSET.

11. Roles and Responsibilities – Leader of CEIAG

- 11.1. Plan, co-ordinate and implement the CEIAG element within the taught Careers / PSHE curriculum.
- 11.2. Prepare students for the Work Experience Programme including briefing and de-briefing.
- 11.3. Advise SLT and Governors/Trustees on policy and practice.
- 11.4. Encourage staff development and support INSET.
- 11.5. Support links with employers, FE Colleges, GFirst LEP Learning Support Services etc.
- 11.6. Monitor, evaluate and review policy and practice of CEIAG within the curriculum.
- 11.7. Be the school's link and provide first contact with bodies such as GFirst LEP regarding CEIAG.
- 11.8. Provide student destination and Post 16 tracking information to the Headteacher and SLT.
- 11.9. Organise the school's work experience and college links programmes.
- 11.10. Liaise with employers and training providers to co-ordinate visits for students.
- 11.11. Organise and accompany students to careers taster events.
- 11.12. Prepare, support and write student references as appropriate.
- 11.13. Work with parents and outside agencies in support of Careers education.
- 11.14. Provide opportunities for external providers to access all students in Year 8 to Year 11.
- 11.15. Work with the school's designated teacher for looked-after children (LAC) and previously LAC to:
 - 11.15.1. Make sure they know which pupils are in care or care leavers.
 - 11.15.2. Understand their additional support needs.
 - 11.15.3. Make sure that, for LAC, their personal education plan can help inform careers advice.

12. The Programme of Careers Education and Guidance

- 12.1. Each school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways.

- 12.2. We provide statutory independent careers guidance to pupils from Year 7 onwards.
- 12.3. Our careers programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:
- 12.3.1. A stable careers programme with a careers leader.
 - 12.3.2. Learning from career and labour market information.
 - 12.3.3. Addressing the needs of each pupil.
 - 12.3.4. Linking curriculum learning to careers.
 - 12.3.5. Encounters with employers and employees.
 - 12.3.6. Experience of workplaces.
 - 12.3.7. Encounters with further and higher education.
 - 12.3.8. Personal guidance.
- 12.4. Our programme does not show bias towards any particular career pathway and promotes a full range of technical and academic options for pupils.
- 12.5. It is structured in a way that builds upon previous years and is divided between the key stages so that pupils are encouraged to think appropriately about their future.
- 12.6. The programme will involve a range of activities that encourage active involvement of students. The activities will be through:
- 12.6.1. Regular classroom-based learning.
 - 12.6.2. Whole class discussions or group work within the classroom.
 - 12.6.3. One to one discussion with the Careers co-ordinator and form tutor.
 - 12.6.4. Experience of the work environment or the workplace through participation in visits to local businesses, industry, training providers and work experience placements.
 - 12.6.5. Exercises to develop knowledge of key skills, team building and enterprise skills.
- 12.7. Teaching in the Careers programme will be:
- 12.7.1. Based on sound and up to date knowledge and understanding of careers development.
 - 12.7.2. Challenging for students to widen their knowledge and understanding.
 - 12.7.3. Designed to meet the needs of the students and actively engage them in their own learning.
 - 12.7.4. Will use current and well organised resources, including computer software and database programmes.
 - 12.7.5. Based upon clear outcomes so that a student's experience, knowledge and understanding can be assessed.

13. Cross Curricular links

- 13.1. Cross-curricular links and themes are central to the implementation of the Careers Education and Guidance policy.

- 13.2. Emphasis will be placed throughout the curriculum on the importance of acquiring the necessary skills for success within the adult and working world: communication skills, literacy, numeracy and ICT skills, social awareness, good citizenship and moral values.
- 13.3. In the programmes of study for Science, Literacy, Numeracy, ICT, DT and PSHE there will be frequent overlap in the acquisition of relevant knowledge and skills and students will be able to undertake and accredit work related achievements.
- 13.4. In Careers Education and Guidance, there are opportunities for students to develop knowledge and understanding of economic concepts, topics relating to consumer affairs and issues concerned with the inter-relationship of government, economy and society.
- 13.5. Students will be helped to understand their own and others' needs and to consider the wider impact of their decisions on their future, the future of other individuals, groups, families and communities.
- 13.6. Students are encouraged to develop confidence, self-reliance and willingness to embrace change in preparation for the demands of adult life. They are helped to recognise and develop those skills through experiences of work situations.

14. Citizenship

- 14.1. Careers Education and Guidance supports the delivery of Citizenship and will include opportunities for students to prepare to play an active role as citizens (Key Stage 1 and 2) and provide the knowledge and understanding about becoming informed citizens (Key Stage 3 and 4).
- 14.2. It will provide contexts in which all students can move from a personal view of themselves and their immediate world, towards a much wider perspective.

15. Assessment, Recording and Reporting

- 15.1. There are no requirements for Careers Education and Guidance to be formally assessed.
- 15.2. The school record keeping system will be used in order to provide consistency and continuity for students as they progress through the programme.
- 15.3. Individual work experience placements will be assessed and evaluated through questionnaires, oral and written feedback from students, parents and employers.

16. Monitoring and review

- 16.1. The information included within this policy and its implementation will be monitored and reviewed by the Trust's Quality of Education committee.