



# CEIAG POLICY

Updated May 2019

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# **CEIAG Policy**

## **(Careers Education, Information, Advice and Guidance)**

### **Introduction/Rationale**

Careers education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and work, and to help them manage their careers and sustain employability throughout their lives.

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-11 (“Careers guidance and inspiration in schools” DfE April 2017) This (Careers) education is delivered within programmes of Personal, Social, Health and Education (PSHE), Drop Down Days, assemblies, visitors and through the wider curriculum, particularly with aspects of work-related learning at Key Stage 3 and 4.

Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress.

Effective personalised IAG enhances and complements careers education and is available from Years 8 to Year 11.

Careers Education combined with effective information, advice and guidance is critical to young people’s educational career in:

- avoiding disengagement during Key Stage 3;
- choosing KS4 options;
- helping to avoid underachievement or disengagement during Key Stage 4;
- choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole academy curricular development of students transferable or employability skills. The Academy promotes the key employability skills of:

- Verbal Communication
- Written Communication
- Financial Literacy
- Punctuality & Reliability
- Decision Making
- Leadership
- Resilience
- Team Work
- Positive Attitude
- Emotional Intelligence
- Creative Thinking
- Problem Solving
- Numeracy
- IT

## **Purpose**

This policy sets out the nature and aims of Careers Education at Bexhill Academy.

The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the “Gatsby Benchmarks” (See Appendix 1)

- To enable all students to develop the self-knowledge and skills that they need to empower them (students) to plan and manage their own futures;
- To respond to the needs of each student and to support their progress;
- To be an integral part of the curriculum and to contribute to the on-going drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life;
- To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points;
- To actively promote equality of opportunity and to challenge stereotypes;
- To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.

## **Staffing**

All staff are integral to CEIAG through their roles as subject teachers. Careers focused sessions can be delivered by any member of staff (wherever possible in line with their area of specialism and experience).

All staff have CPD to familiarise them with materials prior to delivering them on a Drop Down Day and there is annual staff CPD built in to cover developments in CEIAG provision.

Bexhill Academy is committed to employing a qualified careers professional to lead CEIAG and provide careers IAG. It is expected that they should have a minimum of a Level 6 qualification relating to careers, membership of the Career Development Institute (CDI) and be on the register of careers professionals. This ensures they comply with the CDI code of ethics and maintain annual CPD requirements.

Bexhill Academy currently contracts an Independent Careers Professional to provide careers leadership and independent and impartial career advice and guidance.

## **Delivery (see Appendix 2)**

The careers programme includes careers education sessions through PSHE, Drop Down Days, career guidance activities, individual interviews, information and research activities and visits.

In Year 9, 180 students participate in the Be The Change programme.

Work related learning is built in to the CEIAG programme and includes our annual Year 11 Careers Fair, speed networking and Open Door visits as well as the opportunity for a three day work experience placement in Year 10.

We collect data from students on their career interests so we are able to target support and organise specific events, such as university and apprenticeship talks as well as monitor how student career interests change and evolve over time.

There is a clear programme of transition support starting in Year 10 to help students make a positive transition to post 16 options.

## **Management**

The main careers team comprises of a member of the SLT who oversees the Head of PSHE & Careers and the contracted independent careers professional. As a team they are:

- responsible for the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4;
- responsible for the organisation and administration of work experience at Key Stage 4;
- work closely with the link Governor for Careers;
- liaises with students, tutors, parents and governors;
- facilitates the provision of Information, Advice and Guidance making best use of available time and resources;
- Identifies and promotes links with local and national employers and their organisations;
- assists in the provision of extended work experience plans for appropriate individuals, in conjunction with others e.g. Leadership Team, Heads of House, Form Tutors, parents/carers etc;
- evaluates events and the contributions of outside agencies to ensure the Career Education aims are met;
- organises visits to local colleges, universities work-based education and training providers;
- works with the relevant Head of House to identify appropriate opportunities for supplementary local college and work-based education;
- sources and maintains an effective collection of published material, including training provider prospectuses, and computer based resources, to assist students in making informed career choices;
- prepare, deliver and support careers related aspects to contribute to relevant schemes of work at Key Stages 3 and 4, including the development of skills that employers value;
- This support includes talks by outside speakers and attendance at selected, appropriate, special events.

Careers information, advice and guidance is very much a whole school activity – every member of staff, when approached, should respond with appropriate information and support, referring students to the careers advisor for advice and guidance where appropriate.

The Academy holds a Careers Fair in the autumn each year to which local employers and further education providers are invited. The audience for this convention will be students from Year 11 but we hope to open this to all year groups in the near future.

Links with local and national employers and other organisations such as the Be The Change Programme will be pursued in order to enhance the careers information, advice and guidance which is available to the students.

## **Links to other policies**

The policy for CEIAG supports and is itself underpinned by a range of key academy policies, including;

- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities

## **Evaluation**

The evaluation of CEIAG provision is essential in assessing the quality and effectiveness of the provision on offer. CEIAG provision is regularly evaluated but all stakeholders including students, parents and staff. Feedback is used to inform the planning and organisation of future CEIAG activities.

Careers provision is evaluated by;

- the analysis of the destinations of students after they have left the academy and, where available, information about their progress in further or higher education, training and employment;
- through surveys of students, parents/carers and staff in the academy;
- feedback from students who have used the services of the independent Careers Advisor ;
- Feedback from employers;
- Reporting to SLT and the governors annually.

## Appendix 1

### The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will have the support of an informed adviser to make the best use of the available information.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This could be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## Appendix 2

### Careers overview

**Key Stage 3:** By the end of this key stage, all students will have:

- A better understanding of themselves (personal characteristics, abilities, interests, potential weaknesses and limitations);
- Used the National Careers service website to research information about potential career opportunities, and used the information to help them make choices about post 14 courses;
- Received appropriate advice and guidance on post 14 choices;
- Engaged in The Be the Change programme or the Be The Change – Routes to Higher Education Programme;
- Offered the opportunity to attend a work place visit.

**Key Stage 4:** By the end of this key stage, all students will have:

- Enhanced their self -knowledge, career management and other employability skills;
- Used the Careers Information area and/or other resources, to investigate future choices and explore alternative routes to their goals;
- Accessed advice, guidance and support to help them firm up their choices and think about the implications;
- Had the opportunity to engage in direct experience of work;
- Chosen and applied for an appropriate opportunity and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Had the opportunity to develop their understanding of what employers will be looking for. Increased knowledge of careers available at ages 18, 21 and thereafter;
- Been supported through the decision making process regarding Higher or Further Education as well as alternative routes such as apprenticeships and employment after Year 11;
- Enhanced those personal and employability skills valued by employers such as time management, problem solving, perseverance, communication, team working and awareness of others.

Ref: Statutory Guidance: Careers guidance and inspiration in schools (The duty to secure independent and impartial careers guidance for young people in schools) (DfE, April 2017)