

Careers Education Information Advice and Guidance Policy *including a statement on provider access*

This careers education information advice and guidance policy will be reviewed annually by the strategic development committee of the governing body.

Date of last review: Summer 2019

Date of next review: Summer 2020

Policy statement

This document outlines the aims of Careers Education Information Advice and Guidance (CEIAG) in the context of local and national educational initiatives and sets them in a CEIAG policy framework.

Context

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given.

The Department for Education published “Careers Guidance and access for education and training providers” in Jan 2018

The statutory guidance states that schools:

- must secure independent and impartial careers guidance, covering the full range of education and training options, for young people in Years 8-13.
- Must ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of providing information on approved technical education qualification and apprenticeships
- Should begin to use Gatsby Benchmarks to improve careers provision and meet them by the end of 2020
- Should appoint a named person to the role of Careers Leader by Sept 2018
- Should publish details of their careers program for young people and their parents

The Gatsby Benchmarks

The eight Gatsby Benchmarks are a framework around which the careers program has been and is being developed.

Benchmark 1 - A stable careers program

Benchmark 2 - Learning from career and labour market information

Benchmark 3 - Addressing the needs of each pupil

Benchmark 4 - Linking Curriculum learning to careers

Benchmark 5 - Encounters with employers and employees

Benchmark 6 - Experiences of workplaces

Benchmark 7 - Encounters with further and higher education

Benchmark 8 – Personal guidance

CEIAG entitlement

In line with the academy's development plan, the personal aspirations of the individual pupils are paramount. All students are treated without prejudice and have appropriate access to careers education, information advice and guidance. Every opportunity is taken to ensure that all pupils understand the full range of options open to them and are helped to develop decision making and transition skills in order to foster their independence and autonomy. Health and safety takes precedence in all planned learning activities for CEIAG.

Teachers and staff involved in CEIAG have a responsibility to act within an explicit, ethical framework that promotes equality of opportunity and puts the needs of the learner above other considerations. Teachers also need to work in partnership with parents, guidance and support agencies and providers of opportunity in education, training and work.

All interested parties involved in collaborative work with pupils are expected to endorse the code of practice and recognise the role parents and carers play in guidance, through information about careers related issues and involvement in the process.

Aims and Objectives

Careers Education, Information, Advice and Guidance aims to:

Enable individuals to become effective planners and managers of their own careers, in the rapidly changing world of learning and work. The aims of CEIAG are:

- To help students develop the skills and confidence to make realistic and informed decisions about their futures, for themselves, and to manage the transitions from one stage of their education, training and work to the next;
- To help students develop knowledge and understanding of learning and work.

To meet the CEIAG aims the following objectives have been set:

a) Relating to work, pupils will have:

- Knowledge of the nature of paid and unpaid work
- Contact with a range of people from various areas of work/industry
- A realistic view of themselves in relation to work
- An understanding that employment trends change
- An understanding of the financial aspects of work (eg wages, stoppages, benefits)
- An appreciation of the need for adequate health and safety precautions in the workplace

- b) Relating to making successful transitions pupils will:
- Have become familiar with educational opportunities and occupational opportunities
 - Have the opportunity to research the directions they may wish to take
 - Have had the opportunity to prepare for transition from school to adult life
 - Have addressed how to develop flexible skills to cope with transition

Relationship with other academy documents

- a) Targets for CEIAG are included in the academy improvement plan.
- b) Pupils with additional needs will be supported by the SENCO in line with academy policy. The policy also supports the SEAL and Student Voice initiatives.
- c) Recording achievement and action plans are integrated into the recording, assessment and reporting policy.
- d) CEIAG promotes the academy's equality policy which addresses discriminatory practices and stereotyping which could restrict the access of pupils to education, training and employment opportunities.
- e) The Service Level Agreement with our careers guidance provider, Careers Inc.

Implementation and Evaluation

- a) Implementation
- The planned and coordinated programme of CEIAG is part of an integrated partnership between the Sixth Form, Pastoral Team, Heads of Departments and SEN to take into account the special education needs of pupils. This will have implications for the level of support for individual guidance and in the productions of differentiated resources as and when appropriate.
 - CEIAG is being delivered through the curriculum, through form time, assemblies and through a series of events and collapsed timetable days.
 - At KS5 the Head of Sixth Form takes responsibility for the delivery of CEIAG with the help of the Sixth Form Supervisor. Pupils and parents also have access to independent guidance from a *Careers Inc* advisor.

Years 7 students have the PENN resilience programme being delivered through Citizenship classes. Year 10 produce CVs which are reviewed by employers during an Interview Skills Day. Year 10 are being introduced to the online career exploration package StartProfile to explore options during and have a series of lessons being delivered during collapsed timetable Careers Days . Year 7 to 11 have one form time every fortnight devoted to delivering Careers information. KS5 have a programme relevant to their needs. A *Careers Inc* advisor is available at all Parents Evenings in year 8 and above.

- Monitoring and tracking of young people. The Academy maintains a full and comprehensive tracking system that gives every student a RAG rating for intervention. The academy tracks intended destination, courses and where they attend in the next academic year with further NEETS intervention. The Academy maintains records of all CEIAG interventions and interviews.

- b) Evaluation

Current careers provision is being reviewed by the Head of Careers and SLT against the

Gatsby Benchmarks and an Action Plan is being produced to ensure that the Benchmarks will be met by the end of 2020. The Head of Careers is using the tool provided by the *Careers and Enterprise Company* called *Compass* to track progress made against each Benchmark.

A principal feature of the policy's evaluation process also recognises the need for continuous improvement achieved through curriculum development based on the cycle of audit, planning, implementation and evaluation. Various criteria are used to measure the effectiveness of CEIAG. These include:

- Post 16 destinations of students
- The number of parents/pupils attending options evenings
- Number of people accessing the Careers Inc careers portal
- Number of people accessing the Careers Twitter feed
- Student questionnaires regarding quality of provision which includes careers guidance, workshops, speaker visits etc

Evaluation enables validation of the programme and the adoption of new teaching and learning strategies where applicable. Programmes are amended, updated and improved in the light of the findings and recommendations from all interested parties. Statistics and comments taken from the questionnaires are used to enhance the teaching and mentoring of all pupils. The school is working towards achieving a nationally recognised quality mark for its CEIAG provision.

Role of the Careers Leader

To work with senior colleagues to undertake strategic planning to secure the necessary timetabling and resourcing of the CEIAG programme for effective teaching and mentoring of pupils. The Deputy Head works closely with the Careers Leader, providing a strong link with SLT and the governors. This requires the Careers Leader to monitor the delivery of CEIAG. To this end the Careers Leader will:

- Work with and support colleagues identifying their particular needs with regard to training in CEIAG for effective teaching and mentoring of pupils. Delivery of appropriate INSET.
- Work in partnership with *Careers Inc*, coordinating the links with the school community. To agree the roles implied by the shared responsibilities and to manage the partnership agreement between the academy and *Careers Inc*.
- Manage and evaluate the delivery of the CEIAG curriculum by identifying the core activities, providing resources, reviewing existing practice and coordinating the necessary change.
- Work with Gedling Borough Council and business/industry community for the benefit of all concerned.
- Work towards engendering a whole school approach so that all recognise their role in and the efficacy of CEIAG for the whole community.
- Implement new CEIAG national and local initiatives in line with government strategies.
- Plan and manage CEIAG curriculum delivery, producing schemes of work and lesson plans.
- Ensure, through an annual review, that staffing is fit for purpose. The latter to have access to continual professional development.

Carlton le Willows Academy Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997

Pupil entitlement

All pupils in years 8 – 13 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers program which provides information on the full range of education and training options, as part of a careers program which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer; including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Dr Farheen Khan, Head of Careers and Employability

Telephone: 0115 956 5008; email; fkhan@clwacademy.co.uk

Opportunities for access

A number of events, integrated into the careers programme will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These include Parents Evenings, KS4 options evenings, Careers fairs and a KS5 options evening

Please speak to our Careers Leader to identify the most suitable opportunity for you. Premises and facilities will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave copies of their prospectus or other relevant course literature at the Learning Resource Centre which is managed by the school librarian and available to all students at lunch and break times.

Parents

All research undertaken cites parents as the most important influence on CEIAG.

a) Entitlement

To help pupils make well-informed, realistic decisions about their future career plans parents need well timed, up to date, information including:

- Changes and choice within education and their implications
- Opportunities 14 -19
- A list of people inside and outside the academy who can offer support to pupils and parents.

b) Involvement

Parents are invited to be involved in the following ways:

- Opportunity to meet Careers Advisor at parents' evenings
- Invitations to options evenings
- Add to a database of those prepared to help with business/industry activities, work experience placements etc
- Action planning, parents to be involved in goal setting and reviewing case conferences for special needs pupils.

c) Information

Parents will:

- Have access to an up to date website which acts as a portal for parents and students who need to research their options and seek advice
- Have access to a CEIAG Carlton le Willows Twitter feed www.twitter.com/CLWCareers
- Have details of CEIAG events via letters and the academy website.

Other partners

The academy seeks:

- Involvement with adults, other than teachers, in the life of the academy
- To strengthen all aspects of work related learning with the business/industry community
- To involve pupils in the wider community as preparation for their roles as positive active citizens.