



Trust Careers Education, Information Advice and Guidance (CEIAG) Policy

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1. PURPOSE OF THE POLICY

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the Education and Leadership Trust (ELT) that all students need a planned programme of activities to help them choose progression routes that are appropriate for them in order that they are able to manage their careers, sustain employability and achieve personal and economic wellbeing; thus, they are prepared for life in modern Britain. ELT recognises that it has a statutory duty to provide careers education and to give our students access to impartial careers information, education and guidance. It is committed to providing a planned programme of impartial careers education and information, advice and guidance for all learners in Years 7-13, in partnership with the relevant agencies, educational establishments and employers and to providing extra support, as required, for vulnerable learners and those with additional needs.

Our policy is guided by the Gatsby benchmarks (Appendix A)

2. PRINCIPLES AND VALUES

The Careers Education, Information, Advice and Guidance (CEIAG) programme in ELT schools is designed to meet the needs of our students. We believe that an effective CEIAG programme:-

- provides access to a range of activities that inspire our students and supports them in the development of the character and confidence needed to build successful careers
- actively encourages and inspires our students to take ownership of their career plans and to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations
- provides transparent, impartial, timely and accessible information on:-
 - careers education, information, advice and guidance
 - local and national education pathways
 - training opportunities
 - labour market opportunities
 - the development of employability skills
- builds strong links with employers who can help to boost students' attitudes and employability skills, inform students about the range of roles and opportunities available and help them understand how to make this a reality.
- offers high quality work experience that properly reflects individual students' studies and strengths, and supports the academic curriculum.
- widens access to advice on options available post-16 and post-18, including apprenticeships, entrepreneurialism and other vocational routes alongside the more traditional A levels and university route.
- provides face-to-face advice and guidance to build confidence and motivation
- works with organisations to identify vulnerable students, including those with special educational needs and those at risk of not participating post-16 and post-18, and the services that are available to support them.
- provides information to students about the financial support that may be available to help them stay in education post-16 and post-18.

- consciously works to prevent all forms of stereotyping in the advice and guidance provided to ensure that students of all backgrounds and diversity groups consider the widest possible range of careers.
- supports teachers to actively consider links between their subjects and future careers and to embed careers information into lessons and subjects
- actively consults with students, parents and staff on provision to inform continuing improvement
- ensures that provision meets the quality that a dedicated Careers Education, Information, Advice and Guidance quality award can bring.

3. THE AIMS OF CEIAG

ELT believes that Careers Education, Information, Advice and Guidance should:

- contribute to strategies for raising attainment
- support each stage of our students' personal and academic achievement
- support inclusion, challenge stereotyping and promote equality of opportunity
- support successful transition to the next stage of education and employment
- encourage participation in continued learning including higher and further education
- develop enterprise and employment skills
- meet the needs of all of our students through appropriate differentiation
- focus students on their future aspirations
- involve parents and carers

4. IMPLEMENTATION OF CEIAG

- ELT delivers CEIAG in partnership with local and national agencies, educational establishments, training providers and employers via one to one support, intensive support, mentoring, through curriculum delivery, visits to organisations, visiting speakers and to Focus Days.
- ELT recognises its responsibility to ensure that students are clear that if they do not achieve a grade 4 or better in GCSE maths or English by the end of Key Stage 4 they will be required to continue to study these at school, college or as an apprentice.
- ELT ensures that students understand that a wide range of career choices require good knowledge of maths and the sciences and ensures that through the CEIAG programme and the work of the STEM Coordinator, students are exposed to a diverse selection of professionals from varying occupations which require STEM subjects.
- ELT offers students the opportunity to develop entrepreneurial and enterprise skills. Students are expected to identify, record and track the development of these skills.

- ELT ensures that all students are aware of out of school opportunities that could help them with their careers aspirations and works closely with the National Citizen Service and other voluntary and community organisations.

4.1 Leadership and Management of CEIAG

- The leadership and management of CEIAG across the Education and Leadership Trust is secured through the CEIAG teams in each school. Membership of this team includes senior leaders and other key personnel who co-ordinate the day-to-day delivery of the CEIAG programme and any external Careers Advisor(s).
- ELT recognises that all staff within school contribute to CEIAG programme through their roles as support staff, tutors and subject teachers.
- The CEIAG programme is planned, monitored and evaluated by the appropriate Careers lead, in consultation with the relevant, designated senior leader in each school

5. THE ELEMENTS OF THE CEIAG CURRICULUM

- The CEIAG programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), the offer of work experience for students in Key Stage 4, and 5 work placements, work-related learning, the development of career management skills and individual learning planning/portfolio activities.
- Careers sessions are part of each school's personal development curriculum and is delivered in a wide range of ways, for example through the form time programme and assemblies as well as special events
- Focused events, e.g. a further/higher education fair and apprenticeship fairs are provided at different times of the year.
- Work experience preparation, debrief and evaluation take place within the form time programme and other appropriate parts of the curriculum.
- The views of students are collected from individual students and using discussion groups and evaluation questionnaires.
- Students identify, record and track the development of their enterprise and employability skills.
- We value liaison with parents and carers regarding their child's career aspirations and offer opportunities at school functions for parents and carers to engage with school careers staff and colleagues from external provision.
- CEIAG pages on each school's website signpost students to our own and external advice and guidance.

6. STATUTORY DUTY AND THE ROLE OF GOVERNORS

Trustees of ELT and school governors recognise the statutory duty which requires them to ensure that all registered students are provided with independent careers guidance from Year 8 onwards. Governors and Trustees recognise their role in ensuring that careers guidance is:-

- presented in an impartial manner
- includes information on the range of education or training options
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

7. MONITORING AND EVALUATION OF CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

It is the responsibility of the designated senior leader to oversee and organise the monitoring and evaluation of CEIAG, in the context of the overall school plans for monitoring the quality of teaching and learning. They will report to the Headteacher(s), governors and Trustees.

The Gatsby Benchmarks

Benchmark		Description	Exemplification
1.	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
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 need the support of an informed adviser to make best use of available information.	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each students. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
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.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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 can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6.	Experiences of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the age of 16, every pupil should have had a least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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, college, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
8.	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.