



Hanham Woods Academy

CEIAG Policy

November 2022

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

HWA CEIAG POLICY

Policy Title	Careers, Education, Information and Guidance Policy
Function	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status	Approved 3 rd July 2019
Audience	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
Implementation Date	1 st September 2019
Review period	Every three years
Last Reviewed	11 th January 2023

History of most recent policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1 st May 2019	Whole document	Implementation	Implementation of Federation wide policy

Cabot Learning Federation Careers Education, Information Advice and Guidance and Employability

The Cabot Learning Federation promotes the very best careers and employability guidance that all students can access to prepare themselves for progression through learning and education into adulthood. We aim to prepare students for life after school along with providing information on occupations and progression routes to post 16, college, university or work/apprenticeships, as appropriate.

We are committed to providing a varied programme of activities for all students from 3 years old to 19, and beyond. Various careers related opportunities are provided via a number of different methods such as assemblies, tutor time programme, thematic days, careers interviews, career based interest guides and websites, trips to employers and universities, visiting speakers and experiences of work. Our students also benefit from attending careers fairs, having direct support with university/post 16 applications, student finance, CV advice, and we offer specialist support for Special Educational Needs and Disabilities (SEND), students. The focus is to provide activities and events that meet the needs of the individual students and thus will incorporate independent and impartial careers guidance to support career and option choices, raising the aspirations of individual students and equipping them with the necessary skills, attitudes, knowledge and understanding. We ensure that the programme follows local, regional and national frameworks for good practice and are committed to the values expressed in 'Tomorrow's Citizen's' Embedding Excellence 2015 – 2020.

The careers team, consisting of a range of Careers Advisers and colleagues who have a keen interest in employability, are available to support students on a daily basis either during drop in sessions or also for booked appointments. We also recognise that parents/carers come from many different employment backgrounds and can also contribute to helping our students make informed decisions. Therefore, we welcome offers of support from community and businesses to deliver an occupational talk, host a stand at our annual careers fairs, to mentor or offer an experience of work, then please do contact your local Academy.

This policy is written, taking in to account a number of key policies and statutory guidance, which is driven by the CLF Embedding Excellence 2015 – 2020.

Careers Development Institute 'Manifesto for General Election 2017'

www.thecdi.net

Gatsby Benchmarks

www.gatsby.org.uk

Going In The Right Direction, Ofsted 2012

www.gov.uk

Careers and Work Related Education framework (ACEG, 2012

Education Act (2011) and the subsequent Statutory Guidance 'Careers guidance and inspiration for young people in schools (DfE 2014)

www.legislation.gov.uk

Raising the Participation Age (Education and Skills Act 2011)

www.gov.uk

The Career Development Institute Code of Ethics

www.thecdi.net

CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE and EMPLOYABILITY

The ambition of the Cabot Learning Federation is to provide effective education and training for all our students from a wide range of abilities and backgrounds. This takes place in technologically rich environments which prepares them for life and work as responsible adults.

AIMS

Through a planned programme of activities, Careers Education Information, Advice and Guidance (CEIAG), the Cabot Learning Federation in all its Academies seeks to help all students to take their place as knowledgeable, qualified and responsible adults within society.

The focus of our programmes and interventions is to offer careers guidance to support career and option choice, raising the aspirations and achievement of individual students and equip them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

We aim to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

CEIAG within the Cabot Learning Federation designs and delivers a broad, balanced and connected Careers and Employability curriculum that addresses young people's entitlement and aims to provide students with personal, social and employability skills:

- Self-development through careers and work-related education (understanding themselves and the influences on them)
- Personal, Health and Social Education activities
 - Career Exploration (finding out about careers and the world of work)
 - Career Development (developing skills for career wellbeing and employability)
- Experiences of work including 'work experience'
- Voluntary opportunities
- National Citizenship Service

COMMITMENT

The Cabot Learning Federation is committed to:

- providing a planned programme of activities which all students can access, especially at key stage transitional points. The careers guidance strategy takes in to account the needs of all students and the individual academy annual Careers Plan. It is informed by an up to date audit enabling annual targets to be set, utilising the eight key areas outlined in the Gatsby Benchmarks:
- providing IAG which is impartial, unbiased and is based on the needs of students, showing no bias towards a particular education or work option
- ensuring that the CEIAG and WRL programme follows local, regional and national frameworks for good practice and other relevant guidance from DfE and Ofsted
- providing a programme which is person centred, integrated into the whole curriculum and based on a partnership with students and their parents/carers

- taking an inclusive approach to ensure all students with SEND are supported to access the careers programme and are supported fully in exploring all options and planning for their next steps, including signposting from Career Coaches
- working with a range of partners to ensure students have access to impartial and independent information and guidance about the range of options that will help students achieve their ambitions
- ensuring all students access education, employment or training at the relevant transition points
- maintaining the Employability Chartermark award and other careers related standards

LINKS WITH OTHER POLICIES

This policy supports and is underpinned by a range of key Academy policies, including Equality and Diversity, PSHE, Safeguarding and Child Protection, Special Educational Needs and Children in Care

STUDENT EXPERIENCE

All students are entitled to a CEIAG and WRE programme that meets professional standards of practice and which is person centred, impartial and confidential. It will be integrated in to students' experience of the whole curriculum and be based on a partnership with students, their parents / carers and other close partners for example, employers, mentors, and universities. The programme will inspire and raise aspirations, challenge stereotyping and promote equality and diversity.

LEADERSHIP

The Careers Leads have joint responsibility with the Vice Principal, for co-ordinating CEIAG and WRE (including work experience) at each individual academy. This area is supported by a link Governor/ Council member. The Careers Lead encourages all colleagues to contribute to CEIAG through their roles as tutors, subject teachers and learning mentors. To ensure that CEIAG and WRE links with other aspects of the curriculum, the Careers Lead attends curriculum, Raising Attainment and other related meetings both within the academy and city wide. The Careers Lead to oversee the contributions of partners who are invited in to school and those from agencies who offer careers information and guidance.

It is the intention that all Careers Leads become members of the Careers Development Institute and thus subscribe to the Code of Ethics.

CURRICULUM DELIVERY

The CEIAG programme is provided through a number of different methods. These include:

1. A Careers Programme which is Delivered Through:
 - a) The whole curriculum: Subject co-ordinators and subject area teachers are encouraged to identify CEIAG/WRE links within their subject area and contribute to the delivery through their schemes of work and lessons in all key stages. Where appropriate, partners are invited to support the careers and work related curriculum.

- b) Thematic Days: Designated immersion learning days in KS3, 4 and 5 are designed to provide CEIAG and WRE. Depending on the topic, the collapsed timetable days are delivered by appropriate partners and teachers.
- c) Tutorial/Learning Family programme: In KS3, KS4 and KS5, all tutors are actively involved in delivering the careers tutorial programme. This includes an introduction to careers, preparation and review of experiences of work, preparation for transition into Further Education, Post 16 and Apprenticeships.
- d) Timetabled lessons: Elements of subject lessons contributes towards key areas of careers education.
- e) Focussed events: other events at strategic times throughout the year are targeted at relevant students eg Raising Aspirations, university taster days, careers fairs, trips and visits where a range of partners provide advice and guidance.
- f) Parent/Carer events: such as parents/carers evenings, consultation evenings, academic tutoring days, family meetings, 1 – 1 support.
- g) Assemblies: targeted year group assemblies on specific themes.
- h) Continuing Alumni interventions, motivational workshops and where appropriate 1 – 1 support.

2 Access to Information

All students have access to a range of impartial, up to date careers information through the Academy careers library and materials throughout the school and classrooms.

ICT based resources are utilised as fully as possible and include access to purchased careers guidance software. Students are made aware of the National Careers Service contact details and website in order that they can access additional independent advice. There is an emphasis on providing information on the range options, including apprenticeships and other vocational pathways. Other useful web resources include, CareerPilot, Kudos, Morrisby, Plotr, UCAS, UniStats and Careersnearhere.

3 Access to Guidance

This is delivered in partnership through:

- a) *Careers Advisers, Learning Mentors, Teachers and Employability School's Advisers.*
- b) *Tutorial programme:* All teachers provide advice and guidance as part of the tutorial programme with support from the Careers Adviser.
- c) *Local Authority:* provides transition advice and guidance to students with Education & Health Care plans (EHCP).
- d) *Independent Careers Guidance:* external careers guidance is provided via trips and visits, mentoring, websites and telephone helplines, employer and FE/HE visitors to the academy.

4. Work Related Curriculum

Within the Cabot Learning Federation, aspects of the work related curriculum and enterprise education include Careers Education and the opportunity to participate in experiences of work and volunteering during Years 9, 10, 11 and Year 12. Digitech Studio School specialises in a curriculum which stems from offering a pioneering approach to learning by teaching through enterprise and real work experience.

INVOLVEMENT WITH OTHER PARTNERS

To ensure an effective careers and work related programme the Cabot Learning Federation continues to develop and maintain close links with a range of local, national and international employers, work-based education providers, colleges and universities. We are proud to be sponsored by Rolls Royce and the University of the West of England. Each individual Academy has a vast array of business and employer support ranging from Airbus, Burges Salmon, Lloyds Banking Group, DAC Beachcroft, Boomsatsuma.

RESOURCES

Funding is allocated in the annual budget planning round and is based on the upcoming needs of the CEIAG/WRE programme. The Careers Lead and Vice Principal are responsible for the effective deployment of resources.

ASSESSMENT OF IMPACT

Regular assessment of students will take place in accordance with the Academy Improvement Plan and will include self-assessment, questionnaires and auditing against national statutory guidance and frameworks. Destination outcome information is central to the work of local Data Managers and this assessment, so is feedback from partners and students, parents/carers.

MONITORING AND DEVELOPMENT OF THE POLICY

Delivery of the policy is monitored by the Senior Principal for CEIAG and the Tomorrow's Citizen's Board. The policy is developed and reviewed annually in discussion with key colleagues, parents, governors and other relevant partners.

MONITORING, REVIEW AND EVALUATION

All programme activities are monitored, reviewed and evaluated with active involvement of students, parents / carers and colleagues. Evaluation of the effectiveness of the CEIAG policy and the accessibility of IAG is the responsibility of the Senior Principal. The Cabot Learning Federation employs a range of assessment and evaluation techniques including use of evaluation forms, discussion, focus groups, evidence of improved transition to next steps. The Gatsby Benchmarks and the Framework for Careers CDI, aid this process and act as a guide to the continuation of quality CEIAG.

COLLEAGUE DEVELOPMENT

The Careers Lead works with all colleagues from Primary, Secondary and Post 16 and reports to the Senior Principal with responsibility for CEIAG. The development of the Career Coach is a city wide initiative bringing together leaders in careers and motivational behaviour work.

Careers Education, Information, Advice and Guidance Policy.
Revised July 2017 by T Holmes
Review Date July 2018 by S Weaver

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Student can expect ...

- access to a qualified careers adviser
- careers information and advice that is up to date and holds the value of impartiality towards a particular education or work option
- a planned programme of activities that all students can access
- that we ask your opinion on the programme so it can be reviewed and improved

Key Stage 3:

- Your careers programme will help you to explain how the world of work is changing and recognise the skills needed to be successful in the future
- name your likes, dislikes and what you are good at and explain how you can develop and improve your achievements, qualities, skills and abilities
- start to plan your future, setting targets and goals
- decide what you want to study at KS4 based on accurate information
- name the people/organisations who can help when you want information and advice on life and career matters
- look at what can influence your future plans, both positive and negative and
- identify ways in which you can overcome any negative barriers

Key Stage 4:

Your careers programme will help you to:

- use the library, the careers room, careers software and the internet to investigate careers and the range of options after Year 11
- name and describe the options available after Year 11
- investigate pathways in to jobs, including apprenticeships and university routes

- speak to a range of people including employers, educational establishments and professional organisations to help inform your career planning and decision making
- research various jobs and recognise how the world of work is changing
- develop employability skills and an understanding of work during experiences of work. Behave safely and appropriately whilst on placement
- use what you know about yourself to help plan what you want to do in the future
- identify possible barriers to you achieving your plans and look at ways to overcome them
- make decisions about your future, discuss your plans at a careers interview and
- set goals and targets
- know what financial support is available after Year 11 so you can make informed decisions and apply where appropriate
- successfully move in to a planned progression route, such as sixth form, college, apprenticeship