

Walton Hall Academy

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

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SIGNATURES:

Principal	Amanda Cameron
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Introduction

The Academy has a statutory duty to secure independent careers guidance for all year 8 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim at Walton Hall Academy is for all students to achieve their personal best and for every student to make the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions. We recognise the individuality of each student and provide guidance and support according to their needs to enable transition towards adulthood.

Aims

Careers Education, Information, Advice and Guidance (CEIAG) at Walton Hall Academy will:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;

- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- be based on the Gatsby Benchmarks for Good Careers Guidance (using the SEND version)
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;
- develop students' skills and knowledge of careers including career management and knowledge of the local opportunities (local labour market)
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further education and experience of workplaces;
- support social mobility by improving opportunities for all students
- be embedded into subjects across the curriculum (including PSHE, vocational options and Life skills).

Commitment

The aim of our CEIAG provision is to raise our students' aspirations, to broaden their horizons, to inspire and to empower them to make informed, realistic decisions at key transition points in learning and work.

The Academy has a statutory duty to ensure that all students are provided with independent careers guidance from year 7 to year 11. This independent guidance includes employer talks, mentoring and access to advice and support from a trained careers advisor.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (see SEND version of the Guidance) and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

Each student is entitled to:

- independent and impartial careers guidance;
- access to external sources of information on the full range of education and training options;
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers);
- a careers interview in year 11
- one experience of a workplace in year 11.

Implementation: Roles and Responsibilities

All Academy staff contribute to CEIAG through their roles as tutors and subject teachers.

There is a CEIAG team of key staff who each have specific roles:

Amanda Cameron Principal	Responsible for strategic leadership of careers, work skills and enterprise initiatives
Jo Hutton Assistant Vice Principal (Careers Leader)	Responsible for the provision and monitoring of a planned CEIAG programme
Karen Walker, PSHE co-ordinator;	Responsible for the co-ordination and scrutiny of CEIAG through the PSHE curriculum.
Dawn Wall, Designated teacher for LAC	Responsible for the mentoring of LAC students and ensuring access to appropriate CEIAG
Academy Council	Responsible for overseeing the quality of careers guidance and work experience through monitoring

External partnerships

The Academy works with a range of local employers, education and training providers to provide independent advice to students.

This provision includes:

- an annual Preparation for Adult Life careers fair;
- work experience (for year 11-14 students);
- world of work week;
- STEM courses and events;
- workplace visits;
- visits to FE institutions;
- curriculum projects
- enterprise opportunities

Working with external partners, the Academy fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each year with an employer and for all students to have experience of at least one workplace by the age of 16.

The Academy actively promotes parent / carer involvement through CEIAG events, parental newsletters, the Academy website, preparation for adult life events and parental attendance at students' EHCP reviews.

Resources

The budget for PHSE/ careers is allocated on an annual basis. Additional resources can be requested.

Staff development

Training needs are identified through performance management, staff appraisals, line manager meetings and PHSE team meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through team meetings and the Academy CPD programme.

Curriculum

The Academy delivers careers education through a combination of methods:

- Accredited Work skills units in key stages 4 and 5
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and visits)
- Work experience programme (year 11 and above);
- Careers assemblies;
- Preparation for Adult Life evening
- Workplace / college visits and taster days
- Careers resource base in Old Hall
- Individual careers guidance sessions with a qualified careers professional in years 11 and 14 for all students.
- Creating a learning environment which allows and encourages students to tackle real-life challenges
- Enterprise activities
- Extensive range of vocational training facilities onsite
- Employer based curriculum projects / challenges.

Key stage 3 provision

- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- PSHE / Lifeskills lessons focusing on personal development, careers, employability skills, local labour market information;
- Access to online independent, impartial advice via online packages and the National Careers Service;
- Workplace visits,
- Access to careers and extra-curricular activities and events including careers talks;
- Careers fair in school;
- STEM challenge programme

By the end of key stage 3 all students will have:

- A better understanding of their strengths, achievements and areas for development;
- A better understanding of the full range of 14-19 opportunities for progression;
- An understanding of the qualities, attitudes and skills needed for employability;
- Used online careers resources to research opportunities including to support them with their Key Stage 4 options;
- Received appropriate advice and guidance on Key Stage 4 options
- Reviewed future aspirations as part of EHCP review

Key stage 4 provision

- Subject areas promoting careers within curriculum areas;
- Accredited BTEC work skills units
- Careers events in school;
- College visits;
- Individual careers interviews in year 11
- Access to online independent, impartial advice via online packages and the National Careers Service;
- Use of the careers library;
- Workplace visits;
- Work experience (year 11) .

By the end of key stage 4 all students will have:

- Enhanced their career management and employability skills;
- Used online packages and other sources of advice to investigate and explore progression routes;
- The opportunity to experience the world of work through a work placement and workplace visits;
- Been given direct access to employers, colleges and training providers;
- Been given independent, one to one advice on post-16 options and pathways;
- Completed a work skills folder which includes a CV, personal statement and evidence of a mock interview
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

Monitoring and evaluation

The SLT team meet on a regular basis to develop, monitor and evaluate CEAIG across the Academy.

Provision is also monitored through regular feedback from students, staff, academy councillors and our partners. This feedback is collected through questionnaires following key careers activities and at the end of each academic year.

External provision is monitored and evaluated through the academy's Quality Assurance procedures including observations, work scrutinies, student, and if appropriate, parental voice. This is analysed by the Careers Leader with actions fed back to staff via team meetings. Key action points are also included in the Academy Development plan.

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges or employment. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future CEIAG provision. This is analysed by the Careers Leader with key trends and actions fed back to SLT and Academy Councillors.

The quality of the careers curriculum is monitored through the academy quality assurance processes with a termly work scrutiny, observations and learning walks. Staff receive feedback from their line manager. This is used to inform Performance Management.

A designated Academy Councillor has responsibility for overseeing the quality of careers guidance. The Careers Leader reports to the Academy Council for CEIAG on a termly basis through the Principal's report.

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The Gatsby Benchmarks¹⁰

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.	<ul style="list-style-type: none"> • 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. • 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. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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.	<ul style="list-style-type: none"> • 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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 student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • 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. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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 expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at 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, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • 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. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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.	<ul style="list-style-type: none"> • 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.



APPENDIX B

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance¹ and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified² senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent³ careers guidance⁴, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

¹ "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

² "Appropriately qualified" in this context means careers advice and guidance qualified

³ "Independent" means external to the organisation

⁴ "Career guidance" as defined by the DfE. "Careers Inspiration in Schools" March 2015

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