



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

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

Rationale

Careers Education, Information, Advice and Guidance (CEIAG) at Stoke High School – Ormiston Academy is provided for all students between the Years 7 to 11. We believe that Careers Education, Information, Advice and Guidance (CEIAG) has an integral role to play in the wider aims of the Academy curriculum, particularly in providing opportunities for students to learn and achieve in preparing for the opportunities, responsibilities and experiences of later life.

A planned, tailored and progressive programme of activities and interventions supports learners in choosing pathways that suit their interests and abilities, with particular emphasis on supporting students in making effective career decisions at key transition points in Years 9 and 11. Most importantly it equips students to make informed choices in order to achieve sustainable employability throughout their lives.

Commitment

Stoke High School – Ormiston Academy is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in years 7 – 11.

CEIAG is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this Academy.

Statutory Duties

We fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial career guidance. This includes support from a trained specialist in career guidance (qualified to Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.
- Publishing the arrangements for training providers to access students on our website (See Appendix 1).
- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Stoke High – Ormiston Academy endeavours to follow the National Careers Strategy: making the most of everyone's skills and talent for 11 – 19 in England (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

Governing Body

In line with Section 42A of the Education Act 1997, our governing body:

- Ensures all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensures careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interests of the pupils to whom it is given.
- Provide clear advice and guidance to the Academy Principal on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

The Governing Body is committed to connecting Stoke High School – Ormiston Academy with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. The Governing Body nominates one of their members to take a strategic interest in CEIAG and encourage employer engagement and who engages with the Academy's appointed Careers & Enterprise Company Enterprise Advisor to support the Academy to develop its careers programme and to broker relationships between employers and the Academy.

Student Entitlement

Careers education, information, advice and guidance (CEIAG) is an important component of the Post-14 Curriculum and at Stoke High School – Ormiston Academy, we fully support and resource the statutory requirement for a Careers Curriculum in Years 7 – 11.

We endeavour to offer high quality careers education, information, advice and guidance (CEIAG) that will help our students to make informed choices about which courses suit their academic needs and aspirations. We make sure they are prepared for the next stage of their education, employment or training. CEIAG is an important role in motivating young people, promoting equality of opportunity and maximising students' academic and personal achievement whilst at school and beyond.

At Stoke High School - Ormiston Academy we show a commitment to careers education for all of our young people. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, employment or training and for their adult life.

The Academy is committed to careers education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education both complements and integrates with the PSHE

programme. Emphasis is on impartial, confidential and informed advice, delivered within a framework of equal opportunities.

Careers-related learning is evident and promoted in all subjects of the curriculum; and supported and enhanced by extra-curricular activities e.g. Further and Higher education visits, employer workshops, networking opportunities and mentoring, and also through the ethos of the school and the development of positive attitudes and values implicit in the life and work of Stoke High – Ormiston Academy.

Development and CPD

This policy was developed and is reviewed annually by the Careers Lead and their Line Manager (Vice Principal) based on current good practice guidelines by DfES/ Ofsted and statutory guidance.

Staff are given information about CEIAG through regular training sessions. The Careers Lead is given access to a high level of careers training and collaborative working opportunities throughout the year to remain fully informed in their role of co-ordinating CEIAG within the school.

Links with other Policies

This policy supports and is underpinned by our long-term vision and core values and links with other key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Child Protection and Safeguarding, PSHE, Equal Opportunities and Diversity, English as Additional Language, Health and Safety, Gifted & Talented and Special Needs.

Aims

The aims of our Careers Education, Information, Advice and Guidance policy are:

- To contribute to strategies for raising achievement, especially by increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunities
- To encourage participation in continued learning including Higher and Further Education
- To develop enterprise and employment skills
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation.
- To focus students on their future aspirations
- To significantly reduce the likelihood of any students leaving our educational establishment as NEED (not in education, employment or training)
- To involve all Academy stakeholders in the career-related learning of students, including parents and carers.

and ultimately to help learners, through careers and work-related activities and employer interventions to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Objectives:

Stoke High School – Ormiston Academy has the following objectives in line with the eight Gatsby Benchmarks (See Appendix 3) for careers excellence when delivering careers-related learning in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for students to encounter employers and employees
- To support students to obtain work experience placements in Year 10
- To provide opportunities for students to encounter further and higher education
- To provide impartial personal guidance to students

The CEIAG curriculum is designed to achieve these aims and objectives with particular emphasis on the transition between KS3 and KS4 and preparing students for decisions at 16+.

The following objectives are designed to be met in the delivery of the CEIAG curriculum and form the basis of what students are expected to learn, know, understand and be able to do:

- review key transitions and plan for the next transition;
- review skills, aptitudes and interests and identify targets for development;
- locate different types of information, assess its reliability and organise it in ways which help with decision making;
- plan how to reach decisions, consulting relevant parties for information and advice;
- relate personal strengths to career interests and set targets to develop abilities;
- experience the world of work and plan ways of gaining additional experience;
- clarify opportunities and routes available post 16 and identify preferred approaches to learning post 16;
- understand changes in the world of work and the implications for their own career strategy.

Curriculum

The careers curriculum includes planned learning which is undertaken through:

- 1) A careers education programme for Years 7 – 11 linked to a careers scheme of work.
- 2) Work related learning activities for Years 7 – 11 linked to a careers scheme of work.

The careers education and work-related learning curriculum meets the following learning outcomes:

Student development:

- Self-awareness
- Self determination
- Self-improvement as a learner
- Showing initiative, and enterprise

Career Exploration:

- Understanding careers and career development
- Understanding work and working life
- Understanding business and industry
- Investigating career and labour market information
- Respecting equality of opportunity and diversity
- Maintaining health and safety

Developing career management and employability skills:

- Making the most of guidance and support
- Preparing for continuing learning and employability
- Developing personal financial capability
- Investigating choices and opportunities
- Handling applications and interviews
- Managing changes and transitions

Key Stage 3

During KS3 students are given the opportunity to:

- work with Further and Higher Education providers;
- assess personal strengths/weaknesses, abilities and skills;
- record achievements and experiences;
- investigate courses available at KS4 and plan how to make informed decisions about study choices (options);
- match preferences and suitability, including equal opportunities, to relevant career opportunities;
- become familiar with and use careers resources effectively, including computer software, in order to investigate opportunities;
- understand the changing nature of the world of work and how it affects them; receive advice and counselling from careers advisers, as appropriate;
- locate and consult relevant sources in order to make decisions;
- develop an awareness of different careers.

Key Stage 4

During KS4 students are given the opportunity to:

- record further achievements and experiences;
- create and review a personal action plan;
- understand the range of opportunities available at 16 plus, including further education, training, apprenticeships, traineeships and employment with training;
- match preferences and suitability, including equal opportunities, to relevant career opportunities;
- understand progression routes and levels of entry;
- undertake activities which demonstrate enterprise;
- prepare for work experience by looking at issues such as health and safety, working practices and employer expectations;
- undertake work experience with an employer;
- review and evaluate work experience as part of the process of self assessment;
- use and understand local and national labour market information;
- be aware of sources of support for young people in education, apprenticeships, training and employment;
- understand the implications of unemployment;
- learn how to manage their finances;
- attend a curriculum evening to explain courses post 16 at a number of establishments;
- all students have the opportunity for an individual interview with the Academy's L6 Careers Adviser;
- visit Further and Higher Education establishments.

Delivery

Between the Years 7-11 Careers Education is delivered through PSHE lessons. The PSHE Lead is responsible for delivery. Students have access to online resources such as Kudos, icanbea, icould and via websites such as The National Careers Service. The careers adviser supports in sessions where specific expertise is felt to be needed. In addition to receiving their entitlement through PSHE lessons, all students receive further careers education through extra-curricular activities. The Academy is a Partner School with Speakers for Schools which gives the Academy access to regular sessions from visiting speakers. Personal and impartial careers guidance is delivered by the Academy's L6 Careers Advisor who is also a Registered Member and Professional of the Careers Development Institute.

Management

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. The Careers Lead co-ordinates the careers curriculum and is responsible to the Vice Principal. All staff are responsible for preparing students for personal and working life and contribute to careers-related learning through their roles as tutors and subject teachers, supported by the Careers Lead. Staff also display relevant careers information within each classroom. The PSHE Lead and Careers Lead are responsible for liaising to coordinate delivery of careers education within the Academy. The Careers Lead is responsible for maintaining all careers resources, support and provision. Currently Work Experience is also the responsibility of the Careers Leader.

Outside Agencies/Organisations

Careers Education, Information, Advice and Guidance (CEIAG) is offered within the Academy and also in partnership with a range of independent external providers including employers, NALEP, FE and HE providers, and apprenticeship and trainee providers. We share good practice with the other schools within the Ormiston Academy Trust and also with other schools in Suffolk. The Academy is also working with NEACO to help raise aspirations to enable us to fulfil our statutory responsibilities and is partnered with an Enterprise Advisor, linked to the Careers and Enterprise Company. Our careers programme is well supported by our Enterprise Advisor, STEM Ambassadors, Alumni network and local and national employers such as Suffolk County Council, Morgan Sindall, BT and the Careers and Enterprise Company network of cornerstone employers. (See Appendix 1 Provider Access Policy).

Work Experience

There is no longer a statutory obligation to provide work experience for Year 10 students; however students at Stoke High School – Ormiston Academy are given the opportunity to participate in workplace visits during the summer term of Year 10. Students are encouraged to source their own placements but will be supported by the Careers Lead who currently has responsibility for Work Experience. The Careers Lead liaises with students, parents and employers before and during the placement and students are visited by a member of staff in the placement. At this stage the emphasis is not on job selection but more generally on giving young people first-hand experience of the working environment.

Equal Opportunities

The Academy is committed to equal opportunities for all:

- Careers is taught in mixed ability classes with differentiation taking place in the classroom. Where necessary, liaison takes place with the SENCO to ensure individual needs are being met.
- Careers resources are available which cater for the full range of ability, including library materials and software programs. All students have equal access to these resources.
- All students have equal access to the work experience programme and are made aware of equal opportunities through it.
- Careers materials are monitored to make sure any viewpoints which are discriminatory are not inadvertently expressed.
- When discussing options, students are given the guidance to choose subjects based on interest, experience and ability and not on pre-conceived traditional gender stereotypes.
- Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes.

All staff involved in careers-related learning have a responsibility to promote equality of opportunity, which ensures that all students have an entitlement and appropriate access to CEIAG regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given is impartial and confidential. Students are helped to

understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

Parents and carers

Parental involvement in CEIAG and Work Experience is encouraged at all stages. Online resources have been specifically chosen to help parents become more informed and involved, particularly at key transition points. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, parentmail, newsletters and at parents evenings. Parents are welcome at careers interviews and where necessary are invited.

Resources

Funding is allocated in the annual budget planning and in the context of whole school priorities and particular careers education and IAG provision needs. The Careers Lead is responsible for the effective deployment of resources. Sources of external funding are actively sought.

Evaluating the Programme

Monitoring and evaluation takes place regularly and considers intent, implementation and impact of the programme. The Compass self-evaluation tool and CDI Framework for Careers, Employability and Enterprise Learning evaluation are accessed regularly to assess and inform provision. All CEIAG provision is recorded, coordinated and tracked on Compass Plus. Learning outcomes are used as a measure of successful delivery where appropriate but many methods are considered useful, including :

- questionnaires
- self evaluation
- lesson observation
- teacher evaluation
- discussion in meetings
- destination statistics

Changes and improvements to the programme are entered into the Faculty Improvement Plan (FIP) along with timescales for completion. When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the CEIAG Programme is fully supporting whole school aims. The Academy currently holds a Quality in Careers Standard Award. We will continue to review, monitor and evaluate our CEIAG programme by speaking and listening to all stakeholders e.g. our students, parents/carers, staff, Governors and our external partners.

APPENDIX 1

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 the Skills and Post-16 Education Act 2022

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme 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

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact The Careers Leader on 01473 601252 or email gkrasonis@stokehigh.co.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

APPENDIX 2

Definition of terms used in this policy:

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

APPENDIX 3

The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance, including at Stoke High School – Ormiston Academy.

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.
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.
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.
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 can 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 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 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. They should be expected for all students but should be timed to meet their individual needs.