



# Careers Education, Information, Advice and Guidance Policy 2021-22

*Office use*

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## **Introduction**

As part of Diverse Academies Learning Partnership (DALP) the Holgate Academy shares the DALP Mission statement; 'to maximise the life chances of all DALP students through excellent teaching, exceptional care and outstanding performance.'

## **School context**

School 2020 vision 'Our ultimate purpose is very simple - to do everything that we can to make the pupils in our academy leave us ready to take their place in an increasingly complicated and competitive world.'

This vision includes providing high quality CEIAG provision across the school.

## **Rationale and context for CEIAG**

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. The policy takes into account the guidance provided by the Department for Education: Careers guidance and inspiration in schools Statutory guidance for governing bodies, school leaders and school staff April 2017

## **Commitment**

The Holgate Academy is committed to providing a planned programme of careers education for all students in years 7-13 and Information, Advice and Guidance to all students. At Holgate, Careers Education, information and Guidance is a process concerned with long-term decision-making and planning, not simply first destinations. Careers Education is an essential part of the entitlement curriculum. It should be accessible, impartial and focused on the individual.

Holgate aims to introduce pupils to the knowledge and skills relevant to adult life and employment in a fast changing world and to prepare each student for continuing education, training, working and non-working activities. Careers Education, information, advice and Guidance (CEIAG) is an essential part of the Personal Development curriculum.

The Holgate Academy Policy is to provide a co-ordinated programme of CEIAG for all pupils throughout the Academy. This includes access to up to date information, experience of work, access to individual guidance, the recording of achievement and planning for the future. A review and evaluation process is conducted annually by the Holgate review system.

## Development

The Government's Careers strategy (December 2017) identified that they want:

- all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;
- everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

The strategy should be embedded within a clear framework linked to outcomes for pupils. Holgate endeavours to meet the requirements of the Gatsby Benchmarks in providing a full and excellent programme of CEIAG across the year groups.

To secure the best chances our young people have in gaining employment and at the same time addressing the skill needs of employers in our area, we are working to the D2N2 Careers, Employability and Enterprise Framework. This framework provides the methodology by which we can significantly improve the employability and life skills of our young people regardless of their academic ability or which career pathway they chose to take.

The adopted framework consists of 10 key goals which young people should have the opportunity of developing before they leave full time education:

- Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. Self-motivated.
- Have the tools and skills required to present themselves to a future employer. Self-assured.
- Have high aspirations for themselves. Aspirational.
- Understand the opportunities available to them locally and beyond and make realistic choices. Informed.
- Have experiences of work that is rewarding and fulfilling. Experienced.
- Achieve qualifications valued by employers. Achieving.
- Understand that employers want people who will work hard and are accountable for their actions. Accountable.
- Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. Resilient.
- Work creatively to achieve their potential and that of the business. Entrepreneurial
- Have effective communication and co-working skills. Co-operative.

**AS part of our commitment to students ongoing development CEIAG remains part of the Academy improvement plan. An annual development plan is written following the annual review.**

This policy was developed and is reviewed biennially through discussions with teaching staff, students via the Student Voice Forum, parents, governors, advisory staff and other external partners.

### **Links with other policies**

The policy supports and is underpinned by key Academy policies including those for teaching and learning, assessment, recording and reporting, equal opportunities and PSHE Education (comprising PSHE, careers education, work related learning, enterprise and financial capability). Other relevant documents include Academy Development plan, Full Schemes of work, Safeguarding Policy, Equal Opportunities Policy, Work Related Learning Policy, Citizenship Education Policy

### **Objectives**

#### [Aims of CEIAG](#)

The overall aim of CEIAG is to enable all students to make and implement well informed and realistic decisions and successfully manage change and transition. The four main themes of the CEIAG programme are – Planning for change; decision making; self-development; and researching options.

In addition to this the programme aims to raise the aspirations of our students by encouraging them to take part in activities such as University visits, Apprenticeship sessions and work related learning workshops. Our link with NTU specifically looks at tackling educational inequalities and encouraging students to consider University as a real possibility.

#### [Students' needs](#)

The CEIAG programme is designed to meet the needs of students at *Holgate*. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

#### [Entitlement](#)

Students are entitled to CEIAG that meets professional standards of practice and is person-centred and impartial. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity and inclusion. In planning resources and external providers, we actively seek to ensure that the whole school community is represented and supported. As members of

the stonewall school champions programme we actively support equality of opportunity for all students.

## **Student entitlement**

- *Students in years 7-11 will have access to a taught curriculum of careers education which meets the standards set out by the CDI careers and employability framework.*
- *Students in year 8 will be given specific guidance in relation to making GCSE options choices.*
- *All year 10 and 12 students will have access to a period of work experience in a placement appropriately health and safety checked by the Academy*
- *All year 11 students will have access to Careers guidance and support appropriate to their needs including access to impartial 1:1 guidance on request or by referral to support their post 16 transition and career decision making*
- *During post 16 all students will have access to Careers guidance and support appropriate to their needs.*
- *The school will provide access to up to date, unbiased information via the schools Careers and Employability Library and the school website.*
- *All students will be guided to appropriate online resources.*
- *All students will have access to at least 6 employer/external provider meaningful interactions during the course of their time at Holgate.*

## **Implementation**

### **Management**

The Careers Leader co-ordinates Careers Education and IAG and is responsible to SLT SLT with responsibility for CEIAG – (R.Ellis). Work experience is planned and implemented by Mrs McKenna supported by the Administrative team. The Head of Humanities links with staff responsible for related areas of the curriculum such as PSHE Education via Faculty Meetings. Identified Management time periods are allocated on the Careers Leader's timetable for the management of CEIAG.

### **Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The careers education and IAG programme is planned, delivered, monitored and evaluated by the Personal Development team consisting of 2 core members of staff and additional cross curricular staff subject to the demands of the timetable. Additional administrative support is provided through the Academy Administrative Team for the purposes of work experience and some event planning.

Additional time is allocated to the Head of Personal Development to meet with students to provide careers guidance and to plan appropriate guidance required for individuals. (20 minutes per day) In year 13 one 50 minute period a week is allocated to providing guidance as required for year 13 students.

## Curriculum

The careers education and IAG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (on the internet/Academy intranet), and individual learning planning/portfolio activities. CEIAG lessons are part of the Academy's Personal Development programme. Other focused events (e.g. Employer engagement days) are provided. Students are actively involved in the evaluation of activities which informs future planning.

## Assessment and Accreditation

Career learning is recorded using outcomes based on the CDI Framework for careers, employability and enterprise education. The learning is recorded in student folders and on annual reports by Personal Development staff.

## Partnerships

An annual Partnership Agreement is negotiated between the Academy and Futures to provide safe and appropriate work placements to students. Other links include e.g West Notts College, Nottinghamshire Futures, Nottingham College, D2N2, Ideas4Careers. The Head of Personal Development is responsible for fostering external links with CEIAG providers as required supported by the admin team from THA and HSFC.

## Resources

Funding is allocated in the annual budget planning round in the context of whole Academy priorities and particular needs in the careers education and IAG area. *The Head of Personal Development* is responsible for the effective deployment of resources. Sources of external funding are actively sought.

The Academy funds:

Annual software license for Unifrog via DANCOP

Work experience Health and safety checking through safety Measures

Individual careers guidance interviews from the Careers leader

Faculty budget for curriculum materials

Careers and employability library hard copy materials

Progress files for Year 11

TA support for students at risk of NEET (2 periods week)

## Staff development

The training and support needs of staff involved in co-ordinating, delivering and supporting careers education and IAG are identified and met through a continuing professional development

programme. The Academy endeavours to meet identified training needs within a reasonable period of time. Additional training is provided to whole staff through the inset programme as required. CEIAG specific training opportunities are highlighted to relevant staff as appropriate such as apprenticeship training.

### Monitoring, review and Evaluation

The CEIAG programme is evaluated at the end of each topic or module by The Head of Personal Development. A programme of ongoing monitoring is used as part of the faculty monitoring. Evaluation methods include Climate checks, learning walks, planning checks, work scrutiny and moderation. The results of evaluation are communicated to the team through discussion at Faculty meetings.

### Student involvement

All students complete an end of module review which is used informally by staff to inform future planning. Specific issues are raised through Academy council and they are asked to review the policy document annually. All students complete a review of themed day events and this information is collated for use in planning. Two Careers prefects are also appointed each year who represent the student views in policy making and share information with the student population as appropriate. Periodically, student voice activities are carried out to gain student opinion on specific issues.

### Parental involvement

Parents are directed to view entitlement statement on the school website. Regular parent mail communications are sent to inform parents of events and support. Information about events are publicised using the school website and social media. More specific guidance is provided for interested parents via Parent Forum. During parents events such as parents evenings appropriate external providers may be available to support parents e.g. NCS stand at year 11 parents evening, NTU student finance at post 16 options evening.

## Statutory Guidance

The following documents have been considered in the formulation of this policy.

- The duty to secure independent and impartial careers guidance for young people in schools. April 2017
- Ofsted – Going in the right direction September 2012.
- Special educational needs and disability code of practice: 0 to 25 years, statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities – July 2014.
- Careers guidance and inspiration in schools Statutory guidance for governing bodies, school leaders and school staff April 2017
- Careers strategy: making the most of everyone’s skills and talents  
Ref: DFE-00310-2017 December 2017