



Careers Education, Information and Guidance (CEIAG)

An academy within:



“Learning together, to be the best we can be”

Introduction

Our school Governing Body ensures that we meet the legal requirements and expectations of schools as outlined in the DfE Careers Guidance and Access for Education and Training Providers statutory guidance, October 2018:

- Ongoing (legal duty came into force in September 2012): Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
- Ongoing (legal duty came into force on 2 January 2018): o Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

From January 2018 to end 2020:

- Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.
- For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.

From September 2018:

- Every school should appoint a named person to the role of Careers Leader to lead the careers programme.

From September 2018 (legal duty came into force on 1 September 2018):

- Every school must publish details of their careers programme for young people and their parents.

Our Link Governor for Careers Education is: Garry Bullock

Our school is responsible for making sure that our students can access independent careers guidance and we use the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence. Miss Rachel Wilson, the school's Careers Lead is responsible for the monitoring and evaluation of our careers curriculum. Our school promotes access to the new, improved National Careers Service website, alongside a range of tools that our school, students and parents can use.

<https://nationalcareers.service.gov.uk/>

Our careers programme is designed to meet the 8 Gatsby Benchmarks of best practice, DfE Careers guidance and access for education and training providers October 2018 and the Ofsted School Inspection Handbook (Updated 1 November 2019). Our school's CEIAG Strategic Action Plan 2023-2024, was produced by our Careers Lead. Rachel Wilson, following an evaluation of the careers programme at the end of the academic year 2022-2023 will now ensure that we continue to improve our careers-related learning and continue to meet all statutory requirements.

1. Careers Programme: Delivery of a stable careers programme.

- Our school careers programme is available on our school website, together with the name and contact details of our Careers Leader.
- We have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
- Our school's careers programme is monitored, reviewed, evaluated and improved by our Senior Leadership team throughout the academic year.
- Our school uses the Government destinations and outcomes data to help our students compare opportunities and make informed decisions on education, training and employment options.
- Our Careers Leader tracks the long-term outcomes of school leavers for a 3-year period, to inform and improve new long-term outcomes being set.

2. Learning from career and labour market information.

- Every student and their parents have access to good quality information about future study options and labour market opportunities.
- All our students and their parents have the support of our Nexus schools careers leader and advisor, Sarah Richardson, to make the best use of available information.

3. Addressing the needs of each pupil.

- Our school ensures that our students EHC plans and their annual reviews include a focus on adulthood, including employment.
- Our school ensures that careers guidance focuses on the student's career or Post 19 aspirations, and the post-16 options which are most likely to give the students a pathway into employment, further education, and provide them with the support they need to progress and succeed if this is appropriate.
- All our students have different career guidance needs at different stages and opportunities for advice and support is tailored to meet the needs of each student.
- Our school's careers programme embeds equality and diversity considerations throughout.
- Our school keeps comprehensive and accurate records to support the career and enterprise development of all our students.
- All 16-19 students and parents are made aware of the 16-19 Bursary Fund which is available to support vulnerable groups.

4. Linking curriculum learning to careers.

- All students are working towards the learning outcomes as referenced within the Career Development Institute's 11-19 framework in a way which is appropriate for them.
- All teachers link curriculum learning with careers for developing the knowledge and skills that employers need.

- Our school delivers careers, employability and enterprise lessons through the curriculum as part of our commitment to Personal, Social, Health and Economic (PHSE) education, independence and life skills.
- Our school ensures that students work towards the core academic subjects English and maths at an appropriate level to provide a broad knowledge that will enable our students to participate in and contribute to society.
- Our school ensures that students for whom it is relevant have access to The Duke of Edinburgh programme which promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and gain qualifications.
- STEM learning activities are included for a wide range of future career paths and are integrated throughout the curriculum.
- Our school is aware of the T-Levels implementation in 2019-2020 for the 15 pathways and keeps students, parents and teachers informed.

5. Encounters with employers and employees.

- Our school works with the Careers and Enterprise Company to implement benchmark 5 – Encounters with Employers and Employees. We are currently working alongside our Careers co-ordinator at Potteric Carr to source further accessible work experience opportunities for our young people.
- All our students aged 7-13 have at least 7 encounters with employers during their education, with a least 1 encounter per year with employers (including STEM employers) from age 7-19. This includes careers talks, careers carousels, careers fairs, transitions skills workshops, employer delivered employability workshops, visits to local businesses and enterprise challenge competitions.
- All our students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace in a way which is appropriate for them.
- Enrichment activities include visiting speakers and enterprise schemes.
- Our school takes an active part in the annual Careers Week and ensure that visiting speakers include quite junior employees, or apprentices, particularly alumni, with whom our students can readily identify.
- Our school encourages alumni to attend school events throughout the academic year to maintain contact and share experiences.

6. Experience of workplaces.

- All students 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.
- All students for whom it is appropriate have the opportunity to complete external work experience through years 12-14.

7. Encounters with further education.

- All our students for whom it is appropriate understand the full range of learning opportunities that are available to them, including both academic and vocational routes and learning in schools, colleges, and the community and in the workplace.
- All pupils years 10-14 will attend a careers fair where transitions teams, further education providers, Day centres and nursing/social care teams will attend.
- All pupils regardless of need will attend visits to a minimum of 2 Post 19 provisions through years 13 and 14.
- Providers of technical education, including apprenticeships will be invited into school to talk to year 8 to 14 students about the courses and jobs they offer for those pupils for whom it is appropriate.

8. Personal guidance.

- All our students by the age of 14 have accessed and used information about career paths and the labour market to inform their decisions on study options for those it is appropriate for.
- All our students for whom it is appropriate have opportunities for guidance interviews with our Careers advisor. Planned guidance interviews are held at Yr6, Yr9, Yr11 and Yrs12, 13, 14 when significant study or career choices are being made for those pupils this is appropriate for.
- All students on intentional pathway have open access to personal guidance throughout the academic year.

Information sharing

Our school provides relevant information about all students to local authority support services. This includes:

- Basic information such as the student's name, address and date of birth;
 - Other information that the local authority needs in order to support the young person to participate in education or training and to track their progress.
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- Whenever a 16 or 17-year-old leaves, our school supports the family and the local authority to find the young person an alternative provision.

Conclusion

Our school ensures that careers guidance is adapted where appropriate, and based on high aspirations and a bespoke approach. Our school ensures that every pupil, whatever their level learning or need, is supported to fulfil their potential. Our school believes that the overwhelming majority of young people with SEND are capable of positively contributing to, and being active members of their community. All school staff share that presumption, and help students to develop their skills and experience to allow them to succeed. Our school also works closely with families to help them understand what careers options are available, with the right support, for their child. Our careers guidance takes account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships

or routes into further education. Our school is well informed about ways to support students in the workplace, including supported employment, “carving” a job to fit a person’s abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support). Our school engages fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of our careers strategy.