



**ALL SAINTS**  
Multi Academy Trust

# Careers Education, Information, Advice & Guidance Policy

<b>Review Period:</b>	Two Yearly
<b>Person Responsible for Policy:</b>	Trust Careers & Employability Manager
<b>Governing Committee:</b>	Trust Board
<b>Date of Trustees Approval:</b>	December 2019
<b>Date for Review:</b>	December 2021

## Introduction

The Trust recognises CEIAG as an essential component of the experience. With this policy, the Trust aims to provide a focussed approach to careers education and employability that enables all s to develop transferable skills so that they can succeed in a competitive job market. By working closely with partners and employers, we will endeavour to ensure students leave ready for the world of work. Our linked partners and employers will be fundamental in helping to shape our careers education and to ensure we better understand the skills that employers are looking for. We want all our students to feel equipped for working life, so that they can make a positive contribution to the economy, to the local community and to society as a whole.

Schools and Academies have a statutory duty to secure independent and impartial careers guidance for students in Years 8-13 (Statutory Guidance, DfE, September 2013, Education Act, DfE, 2011) and although careers education is no longer a legal requirement we wish to continue to make provision in this area. Our policy is also framed to help us prepare for Raising the Participation Age and to benefit our Student Premium students.

Additionally, in their 2014 publication, **Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff**, the DfE outlined that:

“Schools should help every student develop high aspirations and consider a broad and ambitious range of careers. Inspiring every student through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

“Schools have a critical role to play in preparing young people for the next stage of their education for training and beyond. Expectations should be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every student is stretched and acquires the attributes that employers value. This will help every young person to realise their potential and so increase economic competitiveness and support social mobility.

A clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work. Schools should help students gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. Increasing contact with employers will help to raise the profile of the importance of career choices but the school’s overall strategy for advice and guidance should recognise that some students will need additional support before they are ready to make decisions about their next steps.”

To meet the recommendations outlined above, The Academy aims to develop mutually beneficial relationships with a number of established employers, third sector agencies and CEIAG specialists. We have developed strong relationships with several organisations that will work in partnership with our staff and students. By linking in this way, we hope to educate our students on the world of work, whilst also collaborating with employers to inform and develop our curriculum and learning.

## Aims of Policy

The Trust is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Ensure all students receive high quality careers guidance and support by allowing access to a qualified, Impartial Adviser.

- Meet the careers guidance and employability needs of all vulnerable groups including those taught off site.
- Work closely with parents and families so that they are supported in overcoming any cultural obstacles
- Measure impact of guidance and support to helping s make informed choices about their next steps.
- Develop students' personal, social and employability skills and prepare them for the world of work.
- Enhance 6<sup>th</sup> form non qualification activity in relation to employability
- Support work experience placements for year 12 s to enhance their work related skills and preparation.
- Ensure all leavers have a positive destination and that this is monitored so that provision meets the needs of all students.
- To measure the views and ideas of all students in relation to CEIAG.
- To ensure CEIAG is imbedded in the school curriculum by working closely with employers, teachers and other partners.
- Providing an up-to-date and comprehensive careers website that reflects our commitment to CEIAG.
- Supporting gifted/academically able students to develop and achieve.
- To support STEM activity in relation to CEIAG.

## **Our Commitment**

The Trust is committed to providing a planned programme of careers education, information, advice and guidance (CEIAG) for all students in partnership and provide access to individual careers guidance with a Level 6 Qualified Careers Professional

A report released in 2014 following research commissioned by **Gatsby** identified eight benchmarks covering different dimensions of good career guidance. These benchmarks are significant to our CEIAG delivery as they will form part of the new statutory CEIAG guidance for schools. We are committed to using these benchmarks internally to ensure good practice. The Academy will work hard to ensure it meets the following standards by having a comprehensive CEIAG plan.

The Trust is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

## **Development**

This policy was created and updated by The Trust's Careers and Employability Manager after extensive consultation with senior leaders and school IAG leads. The policy has been renewed and reviewed to incorporate the following recent developments:

- The 2014 publication of the eight Gatsby benchmarks outlining good careers guidance practice in schools and academies.
- The 2015 Department for Education publication 'Careers Guidance and Inspiration in Schools' outlining statutory guidance for governing bodies, school leaders and school staff.
- The 2016 Briefing paper entitled careers guidance in schools, colleges and universities

In addition, the CEIAG policy will be reviewed on an annual basis and discussed by the governors' curriculum committee before being formally adopted.

## **Links with other policies**

The policy for CEIAG is related specifically to our policies for teaching and learning, assessment, citizenship, PSHE, work related learning, equality and diversity, gifted and talented, looked after children and learning difficulties and disabilities

## **Objectives**

In relation to CEIAG the objectives of the All Saints Multi Academy Trust are:

- To ensure the career development, wellbeing and progression of all students
- To provide CEIAG that is relevant, timely and sufficient to meet students needs and integrated into their overall curriculum
- To uphold the code of practice of the Careers Development Institute standards and codes of practice
- To provide CEIAG in partnership with students themselves, their parents / carers and our chosen professional and community partners.
- To provide high quality, impartial careers guidance to help students make informed choices about which courses suit their academic needs and aspirations.
- To ensure our students are prepared for the next stage of their education, employment, self-employment or training.
- To Guarantee our disadvantaged students are supported in a way that allows them to progress on to a range of higher and further education establishments, apprenticeships, employment or training.
- To help learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans.
- To support all students to develop clear, ambitious and realistic plans for their future. We will ensure our learners understand the options available and are informed about local and national skills needs.

## **Advocating STEM Careers**

We aim to support students to develop the skills needed to work in STEM professions. To do this, we aim to provide students with information and advice in science and maths classes on STEM professions as well as engaging STEM employers in our learning environment. We will explore what careers exist for those who enjoy science as well as how maths is used daily in the world of work. Online resources provided by the likes of [stemnet.org.uk](http://stemnet.org.uk) will help students better understand employability skills needed for working in STEM professions.

We will further emphasise in particular the opportunities created for girls and boys who choose science subjects at GCSE and A Level. We will do this for girls in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

## **Supporting Priority Groups**

The Trust will ensure that all students can gain access to our CEIAG services and support. We will make every effort to ensure those educated off-site are also in our plans. We will provide additional support for students who may require further help to achieve their career goals and aspirations.

**EHCP** – Students who have an EHCP will receive impartial advice and guidance from our qualified Careers Adviser at various times throughout their time at one of our institutions. Our Careers Adviser will support the content of the EHCP and will work alongside associated professionals to ensure a positive and trouble free transition.

**SEND** – Our CEIAG strategy aims to ensure students who are registered as having special educational needs or disabilities will be given the support they require to make choices to suit their career aspirations and goals. Every effort will be made to ensure parents are included and acknowledged so that choices for options beyond their time with us are suitable for the needs of the young person.

**Higher Attaining Students** who are part of the Higher Attaining cohort will be stimulated and nurtured to ensure they achieve at the level they are capable of both in the classroom and concerning their career objectives and destination choice.

**EAL** – For students whose first language is not English, every effort will be made to ensure that they make an informed choice about their options. We will seek to work closely with parents and families in the community to support EAL students to make career decisions and understand what language support is vital to achieving their goals.

**NEET** – We will target, prioritise and support those who we consider to be at most risk of NEET. Each year group will work closely with our Careers and Employability Manager to make sure those students are offered support prior to making choices.

## **Implementation**

### **Leadership and management**

To ensure consistency and the quality delivery of CEIAG, there is a dedicated Careers and Employability Manager who works closely with the Information, Advice and Guidance Lead from each

institution. There is a dedicated IAG Governor, and review meetings are held on a regular basis with senior leaders across the Trust. There is a careers committee who work closely together to plan and co-ordinate the day-to-day delivery of the CEIAG programme. Developments in CEIAG and programme progress are reviewed every term and updates are provided to governors annually.

## **Staffing**

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by teaching staff through a multidimensional PSHE programme. There is a long term school CEIAG strategy that outlines annual delivery across all year groups. The strategy outlines clear delivery dates and is monitored and evaluated by the Careers and Employability Manager in consultation with the careers lead team.

The provision of both online and printed careers information is maintained by Learning Resource Centre staff who are responsible for providing administrative support to the Careers and Employability Manager. Our online links and resources are updated regularly by our Careers and Employability Manager and our linked Governor for CEIAG who is also the Trust lead on ICT.

## **A Curriculum that embeds CEIAG**

The Trust will ensure that CEIAG is embedded into learning and teaching for all year groups. We aim to guarantee that students receive CEIAG support within the classroom as well as participating in extra and co-curricular activities. To achieve this, we aim to:

- Involve employers in the design and delivery of our subjects
- Embed work placement opportunities into learning where possible
- Incorporate CEIAG into a programme of personal development for all students.
- Ask Teachers to consider how CEIAG can be taught in the classroom as part of each subject/department

## **Resources**

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. Our Director of Finance outlines an annual budget that is deployed after consultation with the Careers and Employability Manager and Academy IAG Leads. A number of suitable external providers of CEIAG are employed to deliver a range of services to ensure statutory requirements are met and students receive the best possible support.

## **Staff Development**

Staff training needs are identified in conjunction with the Vice Principal; making use of the Training Needs Analysis for CEIAG. The CPD for Trust staff endeavors to meet training needs within an agreed period of time.

## **Monitoring, Review and Evaluation**

The CEIAG strategy is reviewed annually with IAG leads, senior leaders and the Careers and Employability Manager. Our Careers and Employability Manager ensures that the effectiveness of the strategy is monitored and evaluated on an ongoing basis.

Termly meetings are held with the Head of School and Trust Executive Headteacher to ensure progress is being made and quality is maintained at all times.

Aspects of the programme are regularly evaluated by students and feedback from s are incorporated into our plans.

The Careers and Enterprise Compass Tracker for CEIAG will be used to identify desirable improvements.

**KEY PERSONNEL:**

Trust Careers and Employability Manager:  
IAG Lead for The Academy of St Francis of Assisi:  
IAG Lead for The Academy of St Nicholas:  
Governor link for CEIAG:

Caroline Swarbrick  
Kate Sedgwick  
Martin Kealey  
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