



Castle View
Enterprise
Academy

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

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SIGNATURES:

Principal	Mrs J. S. Bridges
Chair of Governors	Mrs H. Mottram

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 Castle View Enterprise Academy is for all students to achieve their personal best. In careers education, this translates as every student making 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.

Aims

Careers Education, Information, Advice and Guidance (CEIAG) at CVEA 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;
- 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 skills and knowledge of the local labour market (LMI);
- 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 and higher education and experience of workplaces;
- support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and
- be weaved and embedded into subjects across the curriculum (including PSHE / Lifeskills).

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 online and telephone support. Personal guidance is provided by the Careers Leader (who is a registered careers professional (CDI Professional Register) who has a L6 Diploma in Careers Guidance and Development. The Careers Leader engages in a minimum of 25 hours of CPD and abides by the CDI Code of Ethics. Additional careers guidance is provided by Connexions for targeted students.

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 (Appendix A) 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);
- have access to good quality LMI and be supported to use this data to inform their decisions;
- at least one careers interview by the age of 16 with a L6 career professional and
- at least one experience of a workplace by the age of 16.

The Academy abides by the Inspiring IAG Code of Practice (Appendix B) and is committed to gaining the Quality in Careers Standard.

Implementation

Management

The Careers Leader, Emma McDermott, has overall responsibility for all aspects of the CEIAG programme.

Roles and Responsibilities

All Academy staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the Business and Enterprise department.

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

Mrs Emma McDermott, Assistant Vice Principal; Careers Leader	responsible for the provision and monitoring of a planned CEIAG programme.
Miss Emma Sell, PSCH co-ordinator;	responsible for the delivery of CEIAG through the PSCH curriculum.

The Careers Leader is supported by a Careers Administrator.

A designated governor, Mr Aaron Young, has responsibility for overseeing the quality of careers guidance and supporting employer engagement.

The Academy is supported on a strategic level by an Enterprise Advisor.

For further information on CEIAG roles and responsibilities please see Appendix C.

Connexions provides additional careers guidance interviews and one to one support for targeted students. The Academy works with the Local Authority and a range of voluntary / statutory agencies to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

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 careers fair;
- work experience (for all year 10 students);
- weekly careers talks;
- mentoring;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Industrial Cadet programmes (Unipres and Nissan);
- Building My Skills;
- Work Discovery;
- curriculum projects and
- National Careers Week.

The Academy provides opportunities for a range of education and training providers to access all students in years 8 to 11 for the purpose of informing them about approved technical educational qualifications or apprenticeships. The Academy has a published policy statement setting out arrangements for provider access. This is available on the Academy website.

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 CEAIG events, parental newsletters, the Academy website, careers support at parental evenings and parental attendance at students' individual guidance sessions.

Resources

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

The Careers Leader has responsibility for the management and deployment of the careers budget and careers resources.

Staff development

Training needs are identified through performance management, staff appraisals, line manager meetings and CEIAG team meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through CEIAG team meetings and the Academy CPD programme. Staff attend local careers network meetings to share good practice with other local secondary schools and careers providers. The Careers Leader is a Gatsby Advocate. Staff development is monitored by line managers.

Curriculum

The Academy delivers careers education through a combination of methods:

- Careers units in key stage 3 enterprise lessons;
- Tutorial programmes for all year groups;
- Collapsed timetable days focusing on employability and enterprise skills;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers;)
- Work experience programme (year 10);
- Careers assemblies;
- Annual careers fair;
- Workplace visits, FE and HE visits;
- NECOP activities (targeted and whole year group);
- Building My Skills careers management programme (led by local businesses) (year 10);
- Careers library based in the Learning Resource Centre (resources are relevant and updated on a regular basis);
- National Careers Service website and remote assemblies;
- DWP School Advisor support (assemblies and workshops);
- ASK Apprenticeship programme (assemblies and workshops);
- Individual careers guidance sessions with a qualified careers professional in year 11 for all students (identified students receive additional careers guidance sessions and support prior to year 11. In addition, students (years 7 -11) can request a careers guidance session;
- Creating a learning environment which allows and encourages students to tackle real-life challenges and
- Employer based curriculum projects / challenges.

More details of the careers programme are published on the Academy website.

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;
- IAG assemblies;
- Workplace visits, college and university visits;
- IAG collapsed timetable day focusing on employability skills;
- Access to careers and IAG enrichment and extra-curricular activities and events including careers talks;
- Employer based challenge (yr8);
- Careers fair in school;
- STEM Inspiration Day and
- Access to guidance interviews (by student / parent request).

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 and
- Prepared an individual action plan that sets broad learning and work goals.

Key stage 4 provision

- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- Building My Skills employability programme (provided by local businesses) including mock interviews with employers;
- Careers fair in school;
- Participation in Work Discovery;
- College and university visits;
- Individual careers interviews in year 11 (additional support for identified students);
- Apprenticeship Awareness programme;
- Access to online independent, impartial advice via online packages and the National Careers Service;
- Use of the careers library;
- IAG assemblies;
- Workplace visits, college and university visits;
- IAG collapsed timetable day focusing on enterprise and employability skills;
- Access to careers and IAG enrichment and extra-curricular activities and events and
- Work experience (year 10) including Preparation for Work Experience support.

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, external one to one advice on post-16 options and pathways;
- Completed an employability folder which includes a CV, personal statement and evidence of a mock interview and
- 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.

More details of the careers programme are published on the Academy website.

Assessment

Careers learning is assessed using the learning outcomes from the CDI Framework for Careers, Enterprise and Employability Education. Student progress and the quality of work is assessed through a range of assessment methods including self-assessment, peer assessment, self-evaluation and teacher assessment.

The Academy Quality Assurance procedures are used to QA careers provision through termly work scrutinies, learning walks, lesson observations and student focus groups.

Monitoring and evaluation

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

The Academy's progress towards achieving the Gatsby Benchmarks is evaluated using the online Compass tool (as recommended in Careers guidance and access for education and training providers Jan 2018). This is carried out on an annual basis by the Careers Leader. The CEIAG development plan is based upon the outcomes of the Compass audit.

Provision is also monitored through regular feedback from students, staff, governors and our partners. This feedback is collected through questionnaires and focus groups following key careers activities and at the end of each academic year. This is analysed by the Careers Leader with actions fed back to staff via CEIAG team meetings. Key action points are also included in the annual CEIAG development plan and the Academy development plan.

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 CEIAG team meetings. Key action points are also included in the annual CEIAG development plan and 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, further education colleges, universities 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 Governors. Action points are also included in the annual CEIAG development plan and the Academy development plan.

The quality of careers lessons 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 governor has responsibility for overseeing the quality of careers guidance. The Careers Leader reports to the Governor for CEIAG on a termly basis with a one to one meeting and a formal written report.

The CEIAG policy is reviewed on an annual basis by the Careers Leader. This is ratified by Governors.

Links with other policies

This policy supports and is underpinned by key Academy policies including those for Teaching and Learning, PSCE, Equal Opportunities and Diversity, Gift and Talented, Provider Access, Work Experience and SEND.

APPENDIX A

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

APPENDIX C

IAG Team - Roles and Responsibilities



Emma McDermott

Assistant Vice Principal / Careers Leader / Registered Careers Advisors (RCDP)

- Strategic leadership of CEIAG across the Academy
 - Prepare and implement CEIAG development plan
 - Provision of a planned CEIAG programme / development of annual careers plan
 - Schemes of work for careers education
 - Monitor CEIAG provision and take up of careers guidance
 - Commission and negotiate SLAs
- Analysis and tracking of destination data
 - Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
 - Liaise with tutors, Head of Years, SENCO to identify and support students with careers guidance
 - Secure student access to personal careers guidance
 - Promote careers across the curriculum; liaise with PSHE lead and directors of subject to plan careers education
 - Lead in house training / CPD for staff
 - Brief and support staff involved with delivery of CEIAG
 - Maintain own CPD
 - Review and evaluate CEIAG (Quality assure CEIAG)
 - Report to SLT and Governors on CEIAG
 - Advise SLT and Governors on policy, strategy and resources for CEIAG
 - Line manage by Janet Bridges (Principal); accountable to Aaron Young (Link Governor for CEIAG).



Emma Sell

Teacher in charge of PSCH

- Co-ordinate careers education at Key Stage 3 (Lifeskills lessons)
- Co-ordinate, monitor and evaluate Academy leadership programmes
- Pixl The Edge
- Line managed by Emma McDermott

Aaron Young

CEIAG Governor /

- Monitor
- Termly review of
- Strategic the Academy



Enterprise Advisor

provision of CEIAG

CEIAG (Challenge Meetings with Careers Leader)

planning support for development of CEIAG across



Mark Rowlands

Careers Advisor Connexions

- Careers guidance interviews (VGIs)

Additional staff responsibilities:

SENCO

- Provide support to SEN students to help them generate their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Ensure the careers leader understands the Academy's statutory responsibility to students with SEN
- Generate individual career action plans as part of the Education Health and Care plan

LRC Manager

- Ensure a broad suite of quality, unbiased resource is available on all pathways
- Ensure the resource suite meets the needs of each age group
- Monitor the usage of each resource type and explore if and how information sources can be improved
- Research available careers resources

All teaching staff

- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team

- Signpost students to appropriate CEIAG advice and information

Pastoral Team

- Ensure they are familiar with the Academy career plan and its objectives
- Working with the CEIAG team to provide additional support for the NEET risk group
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Tutors deliver tutorial careers programme
- Year 10 tutors support delivery of the Building My Skills programme; monitor completion of student portfolios and report retention figures to EMc
- Support students with careers action plans (year 11 tutors)
- Engage with Academy careers CPD