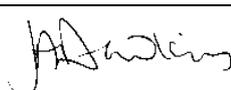




# CASTLE MANOR ACADEMY CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY 2019



Date Approved	January 2019
Signed	 (Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	January 2019
Date of Next Review	January 2021

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

## Principles

It is our responsibility to ensure that every child in our Academy leaves school prepared for life in modern Britain; CEIAG makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood. Supporting “young people to make informed decisions about a wide range of progression, learning and work decisions is fundamentally important to individual development and wellbeing as well as the prosperity of British society and the economy” *The Foundation Code*. In order for this be achieved and to provide a balanced and aspirational programme we will use and develop our careers strategy using “the Gatsby Charitable Foundation’s Benchmarks to develop and improve our careers provision” *DfE, January 2018*.

The CEIAG policy has been informed by *Careers guidance and access for education and training providers: statutory guidance for governing bodies, school leaders and school staff*, DfE, January 2018; *The Gatsby Benchmark Toolkit*, CDI, September 2017; *The Foundation Code for Careers Education, Information, Advice and Guidance* by ASCL, AoC 157 Group, ATL, AELP, PPC and SFCA, March 2015; *Career Mark Self Assessment Checklist*, Career Mark; *The CDI Framework for Careers, Employability and Enterprise Education*, Career Development Institute, 2018.

## Aims

Our aims are to:

- a) Ensure Castle Manor Academy is compliant with the Department of Education Statutory Guidance in Careers Guidance by 2020, see appendix 1
- b) Ensure Castle Manor Academy meets the success criteria of The Quality in Careers Standard Board Careers Mark, see appendix 2
- c) Ensure every child makes choices that enables them to stay in learning or training until 18
- d) Ensure every child and parent are aware of the Raising Participation Age and the conditions for the continuation of studying English and Maths at Level 2 during the post-16 phase
- e) Ensure every child should leave school prepared for life in modern Britain, in terms of appropriate curriculum and developing the skills and attributes they need to be fully prepared
- f) Provide a careers service that will ensure that young people can select educational routes that are suitable for them
- g) Establish independent careers guidance for all Year 8 to Year 11 pupils, which inspires and motivates them to achieve their potential
- h) Provide opportunities that enable every child from Year 7 to Year 11 to develop high aspirations and consider a broad and ambitious range of careers in order for them to be socially mobile in the future
- i) Inspire every child, through real-life contacts with the world of work, to help them understand where different choices can take them in the future
- j) Review our CEIAG strategy on an annual basis - reflecting the needs of our current students
- k) Adhere to ‘The Foundation Code for Careers Education, Information, Advice and Guidance’
- l) Provide access to CEIAG opportunities for students throughout the academic year, either through Higher Education Institutions (HEI), Further Education Institutions (FEI), employer talks and workplace visits
- m) Provide access to CEIAG CPD opportunities for staff throughout the academic year, either through Higher Education Institutions (HEI), Further Education Institutions (FEI), employer talks and workplace visits

These overarching aims have been set to achieve the Gatsby Foundation Benchmarks as set out in the Statutory Guidance for Careers Guidance. The Gatsby Foundation Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance

### How this will be achieved

The Academy's commitment to achieving this aim is supported by all staff having a role to play in raising aspirations and the ensuring information, advice and guidance provided is current and impartial and supports the needs of the learner. Detailed roles and responsibilities can be found in appendix 3.

### **Curriculum**

CEIAG is an integral part of our curriculum. The planned opportunities are:

Year Group	Lead	How they access this	What is covered	Policy Aim	Gatsby
Years 7-8	VHO	Skills for Life lessons	KS3 students will be taught to develop themselves through career and work related learning education, learning about careers and the world of work; developing career management and employability skills (following the CDI framework for KS3, see appendix 4)	A, E & L	1 & 3
Years 9-11	VHO	Skills for Life lessons	KS4 students will be taught to develop themselves through career and work-related learning education, learning about careers and the world of work; developing career management and employability skills (following the CDI framework for KS4, see appendix 4)	A, E & L	1 & 3
Years 7-10	JGO & VHO	Tutor programme	Through the tutor programme, students will develop their 'soft' skills through career and work related learning, learning about careers and the world of work; developing career management and employability skills supporting the Skills for Life (using Barclays LifeSkills and CDI frameworks).	A, C, H & L	1, 2, 3 & 8

In addition, there are a number of personalised opportunities available to specific year groups, or groups of children with particular interests. These personalised opportunities are designed to expose all of our students to the world of work: which includes exposure to a host of different career and education opportunities that are available. Every CEIAG opportunity will be assured to

develop our students own set of enterprise and employability skills. These are calendared every year, see appendix 5.

Year Group	Lead	Calendar Opportunity Indicator	Opportunity	What is covered	Policy Aim	Gatsby
Years 7-11	DCO		Access to CEIAG	Students and parents have access to up to date IAG through a section on our website which has links to appropriate contacts, resources and websites and assemblies inc. parent presentations	A, B, C, D, E, G, H & I	1, 2, 3, 4, 5, 7 & 8
				Students have access to employer talks, motivational speakers, volunteer and community activities as part of the assembly and evening presentation programmes		
	JMA, AL Year 11 & DCO	Interested students from KS3/4 have the opportunity to develop entrepreneurial skills through the annual Enterprise competitions and Prom Committee				
Years 7-10	DCO		#ASPIRE and Suffolk Skills Show	Opportunity to meet people from different careers and investigate the world of work and education	A, C, E, F, G, H, I, & M	1, 2, 4, 5, 7 & 8
Years 7-11	DCO		2 x termly lunchtime careers and education drop in	Opportunity to meet different employers and training providers to understand different career roles and education routes	A, C, E, F, G, H, I, & M	1, 2, 4, 5, 7 & 8
Years 7-9	Team Lead		Subject career focussed Assemblies	The subject teacher, or invited speaker, delivers an assembly where they will present the subject into context to enable students to explore where it could lead to in the future Year 7: This will help me become... Year 8 - Where can I go with... Year 9 - What is it like to study... Year 10 - Careers: LMI Year 11 - Skills	A, C, E, F, G & H	1, 2 & 4
Years 7-11	DCO		Higher Education focussed assemblies & parent talks	NEACO or a Higher Education Institution representative delivers an assembly or parent talk, setting Higher Education into context to enable students to explore what it could lead to in the future.	A, C, E, F, G, & H	1 & 7
Years 9-11	DCO		Higher Education visits	Organised through the support of NEACO. Students have the opportunity	A, C, E, F, G, H	1 & 7

				to experience a lecture or seminar in a subject, campus tour, presentation and the ability to meet HE students	& L	
Year 10	DCO		*Work Experience*	Tailored to the individual. A 2-3 day placement to experience the world of work	A, C, E, H, I & L	1, 2, 5 & 7
Year 9	DCO		*Work Experience*	Parent led 1 day placement to experience the world of work	A, C, E, H, I & L	1, 2, 5 & 7
Years 8 - 11	EST & DCO		Options and IAG Evenings	Know the different courses and qualifications available at each transition stage. IAG evening for students and parents to provide information regarding options at post-16 and 18, including financial support	A, C, D, F, G & H	1, 2, 3, 7 & 8
	DCO		Pathways Booklet	Annual update of the pathways booklet which includes where the subject can lead		
	DCO		1:1 IAG meetings	Explore which courses and qualifications are appropriate for each child		
Years 10-11	DCO		Taster days	Opportunities to attend 6 <sup>th</sup> Form and College taster days	A, C, F, G & H	1, 3, 7 & 8
Year 11	DCO & JGO		Interview Day	Opportunity to meet different employers and learn essential life skills, including the ability understand different career roles for their future	A, E, I & L	1, 5 & 8
Year 11	DCO		One Haverhill	To engage and support potential Apprenticeship applicants during Year 11 and beyond	A, C, D, F, G & I	1, 2, 3, 5 & 8
Years 10-11	JGO, DCO & JBE		Suffolk Youth Support & One Haverhill Engagement Programme	To engage potential NEETs. This programme is to provide support for engaging in employment, education or training after Year 11 for those willing to work with SYSS	A, C, D, F & G	1, 2, 3 & 8
Years 9-10	DCO		*Volunteering Summer Term*	Opportunity to meet people from different careers and investigate the world of work, within and outside Castle Manor Academy	A, E, I & L	1, 5 & 6
Years 9-10	VHO		Coaching and mentoring	Mentoring through the 'wellness programme' to Year 7 (ongoing opportunity)	E & H	3 & 8
Years 9-11	JGO & VHO		Coaching and mentoring	Mentoring through the enhancement programme (ongoing opportunity)	E, G & H	3 & 8

Those opportunities marked with a '\*\*' are to be achieved by the 2020 deadline but may be reached earlier depending on the yearly review process.

## Staff development and CPD

The Careers Leader will be qualified to a minimum of Level 3 in IAG or will be willing to work towards Level 6 in IAG and become a member of the CDI Register of Professionals. 20 hours per annum of recognised CPD (approved by the CDI) must be completed, with a minimum of 2 hours per annum passed onto other members of staff involved in IAG across the Academy focussing upon professional skills and updated knowledge.

The Careers Leader will lead CPD for staff on relevant CEIAG updates as appropriate.

## Resources

CEIAG curriculum activities will be taught and resourced through the allocated budgets for Skills for Life (PHSE), SMSC and team budgets. Should any curriculum areas require any further resources or funding requests, for the teaching of CEIAG, a purchase request form must be submitted to the Careers Leader in good time.

Extra-curricular activities and resources have been costed as follows:

*\*Career Libraries:* Based at within the reading area of the PLC. Up to date and impartial career IAG information which is age appropriate, whilst maintaining and introducing IT IAG programmes: £1000.

*\*External Speakers:* Organised for each Academy school by VHO, DCO, Team Leaders or NEACO. £600 allows fund 20 speakers charging a minimum of £30 transport costs.

*\*Career Fairs:* £600 allows for the cost of lunches, refreshments and printing of materials for all the Academy Career Fairs, 3 in total.

*Work Experience:* £500 allows for the cost of printing materials, essential paperwork and fuel for visits. A secondment of a current Academy staff member will be required for 2 days per week for September 2020 or earlier. **Cost does not include completing in-house Risk Assessments or gaining access to the Risk Assessment through Connect EB.**

*Tutor programme:* £500 to cover the costs of printing.

*1:1 IAG:* £500 for the printing of impartial IAG documents and the documents for recording IAG conversations.

*\*Transport:* £1000 to cover the cost of all trips to all CEIAG and IAG events for all year groups. This will include university visits, UCAS fair, employer workplace visits and CEIAG events. Part or full funding can be sourced from NEACO if 66% of NEACO target students make up the final student number attending.

Total Cost: £4200 excluding VAT, SMSC, Skills for Life & PSHE budgets and Work Experience costs.

Those opportunities marked with a ‘\*’ are possible to be funded by a NEACO grant.

## Additional information:

### Student Systematic Records

Keeping a record of every interaction our students have with employers and external learning providers is important to help review their career learning journey and will help every student to evaluate the CEIAG programme effectively. These opportunities will be highlighted within a Microsoft Excel document with a ‘/’ marked under the title of opportunities highlighted above.

These records are easily accessible and managed by the Careers Leader. Students and parents are able to request a copy of the activities their child has participated in whilst being a student at Castle Manor Academy from September 2018. Records will be held for no more than 3 years from a student's graduation or leaving date from Castle Manor Academy.

### **Post 16 SEND Transition**

Castle Manor Academy aims to provide all students with a secure and supported post-16 transition whether the destination is education or work-based. If required, students will have a personalised transition plan, which must be agreed by the appropriate CMA Assistant Headteacher or SENCO.

Should an Education, Health and Care Plan (EHCP) be required, a representative of the students preferred destination should be invited, where possible, to coproduce the EHCP to allow a smooth transition between the academy and provisions are relevant to the setting and the student's chosen destination. External professionals which may support transition should also be consulted; this may include the Local Education Authority, for any SEND, in-care or leavers of care students. The EHCP draft must then be submitted to the Local Education Authority within 2 weeks of the initial meeting and the student's chosen post-16 destination. The final decision to award EHCP support rests with the Local Education Authority, following nationally determined timescales.

For any Annual Review of an EHCP falling within Year 11 the post-16 destination must be invited to coproduce the provisions for the following year.

### **Pupil Premium**

Castle Manor Academy aims to provide all students with the opportunity to raise their aspirations and increase the possibility for all of our students to be upwardly socially mobile. All Pupil Premium students will have the opportunity to attend all CEIAG visits and talks provided, from the beginning of Year 8 for employer talks and Year 9 for post-16 and post-18 education talks. It is also the responsibility of the Careers Leader to ensure all Pupil Premium students attend a 1:1 IAG meeting during Year 9, 10 and 11.

Working alongside the Assistant Headteacher, in charge of Pupil Premium and the appropriate Achievement Leader they will notify the Careers Leader of any changes of circumstances and allow any Pupil Premium student the chance to attend any event, visit, talk or meeting as far as is possible. It is the responsibility of the Careers Leader to identify early any potential NEET Pupil Premium students and to notify the Assistant Headteacher in charge of Pupil Premium, the appropriate Achievement Leader and Suffolk Youth Support Service as early as possible.

### **Those at risk of being NEET (post-16)**

During the summer of transition for our Year 11 students, the Careers Leader will identify any students who may be at risk of NEET from our internal referral process. The Careers Leader will bring each student to the attention of Suffolk Youth Support Service when referred. Reasons for referral can include those who are disengaged with their learning; a lack of post-16 application; lower than expected summer examination grades or the failure to re-enrol in sixth form. During this period, Suffolk Youth Support Service will mentor and signpost timely IAG to support in the transition of the student into appropriate post-16 education.

Throughout Year 11, students will have the opportunity to meet with the Youth Skills Manager, from One Haverhill to build upon the network of IAG support. During the 2<sup>nd</sup> half of the Spring Term, One Haverhill will attend CMA regularly to meet with those students from Year 11 aiming to gain an Apprenticeship. Referrals to One Haverhill are ongoing throughout the academic year.

CMA's Suffolk Youth Support Service lead, the appropriate Achievement Leader and Assistant Head will be made aware of any end of year referrals to One Haverhill by the Careers Leader.

## **Destination Measures**

Castle Manor Academy will provide clear and comparable information on the success of the Academy in helping all our students pick qualifications that offer them the best opportunity to continue in education or training. Through the use of destination measures we aim to support and prepare our students (through effective IAG) to take up education or training which offers the best long-term prospects for each student.

Throughout Year 11 the Careers Leader with the support of tutors, Achievement Leader and Assistant Head, will ask for all Year 11 students to update them on their progress with applications through regular questionnaires. These progress updates will occur 3 times during the academic year. Progress 1 - Autumn Term 2 (Dec), Progress 2 - Spring Term 1 (Feb) and Progress 3 - Summer Term 1 (Apr). This information will then be recorded and maintained in a Microsoft Excel document and used to compare Report Card data from January and March in order to highlight any destination concerns.

Castle Manor Academy will contact all post-16 students in the September of them leaving / graduating CMA and to support any students who may be at risk of being NEET. A record of this will be kept by the Careers Leader, who will share with the Headteacher, Deputy Headteacher and the Assistant Headteacher in charge of Key Stage 4 where appropriate. This information will then be shared with the Local Education Authority to support them in their 'September Offer' and their NEET statistic gathering in November and March.

Information about our student's destinations is included in the Performance Tables - Suffolk schools' data at:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=pupdest&sort=&ord=&no=935&pg=1>

## **Key Stage 3 & 4 Pathways**

From Year 8, students will select some of their option subjects. During this process students will have the opportunity to receive specialist IAG support from the Careers Leader. In the first instance, tutors will meet with their tutees to discuss their chosen subjects and will pass this information and any referrals on to the Careers Leader. Once this information is collated, Core Leadership Team (CLT) and the Careers Leader will meet with any students of concern in an individual meeting to discuss their option choices further. Referrals once again must be made to the Careers Leader.

In Year 9 students have the ability to choose their subjects of study for their GCSE's in Years 10 and 11. During this process students will have the opportunity to receive specialist IAG support from the Careers Leader and meet with their potential class teachers to discuss their subject area. In the first instance, tutors will meet with their tutees to discuss their chosen subjects and will pass this information and any referrals on to the Careers Leader. Once this information is collated, Core Leadership Team (CLT) and the Careers Leader will meet with any students of concern in an individual meeting to discuss their option choices further. Referrals once again must be made to the Careers Leader.

Upon the completion of the referral process, students will receive an addressed letter sent home detailing their option choices.

## Engaging with Parents/Carers

We are fully aware of the important role a parent/guardian plays in ensuring the best educational prospects for their child. We aim to provide all parents with the correct IAG and engage them in the decision making process with their child.

All parents/guardians are encouraged to attend the Academy events on Higher Education, Further Education and Apprenticeship information evenings, Post-16 options information evenings, Key Stage 4 option evenings and Year 6 transition evenings, each offering the opportunity of Q&A with appropriate staff or external partners. It is a requirement of the Academy, that every parent/guardian will attend Parent Evenings to discuss academic progress, support mechanisms and transition and pathway planning alongside their child.

Throughout the year, at parent evenings parents / guardians are invited to give their feedback on all aspects relating to the Academy, this will also include CEIAG and WRL activities and opportunities.

## Working with External Partners

Castle Manor Academy will only work with those partners who offer our students the correct level of support and those who provide a clear opportunity for progression, such as the Local Education Authority (LEA), NEACO and local training or education providers.

Suffolk County Council is represented by the *Suffolk Youth Support Service (SYSS)*. Castle Manor Academy has a data protection sharing agreement with this body; we agree to transfer any information on mid-year leavers and destination information as appropriate. SYSS will work with all students who have been through the Common Academic Framework (CAF) process this will be on a 1:1 basis. The aim is to secure post-16 learning. All referrals will be managed by the Careers Leader, with support of Assistant Heads, SENCO, Achievement Leader for Year 11 and the Vulnerable Children's Officer.

Working alongside Castle Manor Academy and SYSS is *One Haverhill*, a local body introduced to increase the employment of young people and the awareness of all post-16 opportunities. *One Haverhill*, through their Youth Skills Manager, will meet all students who wish to seek an apprenticeship or employment during Year 11. Meetings will be booked on an individual basis to discuss the student's future options. Alongside, *One Haverhill* also supports the Academy with employability workshops and company contacts. It remains the responsibility of the Academy to lead and to brief *One Haverhill* and their contacts on any events, whilst avoiding any impartiality and discrimination incidents.

*NEACO, West Suffolk College (WSC), Suffolk Apprenticeship Service and any other interested education institution* through their Outreach teams, may provide all students with the opportunity to investigate their post-16 and 18 options further. Each provider is able to work across all year groups from Year 7 and beyond, all the activities and events are focussed on providing impartial IAG to all of our students. Working with NEACO, WSC and Suffolk Apprenticeship Service, including any other interested providers, creates the opportunity for parents and staff members to investigate the latest impartial information available.

Our assemblies invite industry leaders, inspirational speakers and other CEIAG individuals i.e. Haverhill Volunteering Service. These speakers will be sourced from *Inspiring the Future* or appropriate individuals through *NEACO, Careers Enterprise Company* and self-networking activities. All SMSC Co-ordinators are to check the suitability of the presentations or speeches to be delivered for discrimination and impartiality purposes.

## Monitoring

The Academy will monitor and evaluate all CEIAG, IAG, WRL and WEX activities. This will be completed by asking for feedback from all attendees including, staff, exhibitors and providers at each CEIAG activity through paper-based questionnaires. Students, parents and staff will have the opportunity to provide feedback through regular evaluation activities and, during the formal observation period through paper-based questionnaires.

The teaching of CEIAG and Work Related Learning (WRL) at all Key Stages across the Academy will be logged centrally and may be observed. Feedback will then be evaluated alongside the feedback gathered from the Deputy Head and Assistant Headteachers for Key Stage 3 and 4 and Team / Achievement Leaders. Response findings will then be used to formulate any amendments to the policy or CEIAG, IAG and WRL activities. Formal observations will not check the quality of teaching but the impartiality of the CEIAG being delivered. This will take the form of a paper-based questionnaire.

At all times during the monitoring and evaluation process, it is an essential requirement of the Academy that we provide Years 7 to 11 with independent information, advice and guidance about their future education, training and career opportunities. The Careers Leader is a member of the CDI Register of Professionals and follows the CDI Code of Conduct to best ensure impartiality. Our external partners also support our commitment for independent IAG.

All destination data and interview analysis must be completed to best support students moving forward in order to provide relevant education visits, employer talks and visits to the workplace. Acting upon this feedback from their individual pathway interviews ensures the CEIAG programme is relevant to those students at their next transition point.

Upon the completion of the formal evaluation period supported by the collation of the feedback from students, parents, employers and the Headteacher, it is the responsibility of the Deputy Head and the Careers Leader to formally review the year's activities. Our previous academic year's destination measures will be taken into account and used to support the formal evaluation process. Our review process will use 'Gatsby benchmark - CDI framework mapping tool', the 'Compass' audit and 'Tracker', to evaluate effectively our careers programme and target the areas of improvement. Furthermore, by working towards meeting the external accreditation framework of the Quality in Careers Standard, the Academy's provision will be assessed using external monitoring processes.

Should any amendments be deemed necessary to the CEIAG policy this will be relayed to the Headteacher for their approval before being passed onto the Governor in charge of Advice and Guidance.

## Appendix 1

### Requirements and expectations of schools and CMA timescale response to the Statutory Guidance 2018

Timing	Action	Timescale
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> <li>Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 11.</li> </ul>	Complete
From January 2018 (legal duty came into force on 2 <sup>nd</sup> January 2018)	<ul style="list-style-type: none"> <li>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 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.</li> <li>Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.</li> </ul>	Complete  June 2018
From January 2018 to end 2020	<ul style="list-style-type: none"> <li>Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.</li> <li>For the employer encounters Benchmark, every school should begin to offer every young person five encounters with employers - at least one each year from year 7 to year 11 - and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.</li> </ul>	Started (met in full 2020)  Started (met in full 2020)
From September 2018	<ul style="list-style-type: none"> <li>Every school should appoint a named person to the role of Careers Leader to lead the careers programme.</li> </ul>	Complete
From September 2018	<ul style="list-style-type: none"> <li>Every school will be expected to publish details of their careers programme for young people and their parents.</li> </ul>	Sept. 2018

## Appendix 2

### National accreditation criteria (Careers Mark): Evidence required from state and independent schools, colleges and work-based learning providers

National accreditation criteria	Evidence required from state and independent schools, colleges and work-based learning providers	Gatsby Benchmark
B1.1 Providing effective leadership, management and promotion of CEIAG	<p><b>Licensed Awarding Bodies</b> will assess:</p> <ul style="list-style-type: none"> <li>the extent to which the learning provider’s leadership and management team (including those providing the governance) has developed and implemented a clear and effective strategy for its CEIAG provision embodying the core principles of self-determination, equality and diversity, participation and progression, raising aspirations, and promoting social mobility.</li> <li>the learning provider’s arrangements for promoting CEIAG within the overall curriculum</li> </ul> <p><i>This must be consistent with Benchmark 1 of the Gatsby Charitable Foundation’s “Good Career Guidance” 8 to ensure that all learners receive and benefit from CEIAG</i></p>	1 & 3
B1.2 Ensuring appropriate initial staff training and continuing professional development (CPD) to secure the competence required of all staff in the learning provider’s CEIAG provision	<p><b>Licensed Awarding Bodies</b> will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> <li>the induction of new staff into their assigned CEIAG roles</li> <li>analysing the training needs of all its CEIAG leadership, management and delivery staff and teams</li> <li>planning and securing CPD to meet identified training needs within a reasonable period to ensure that all staff have a basic understanding of CEIAG, and that senior leaders have the enhanced understanding required to fulfil their statutory duty to ‘secure access to independent careers guidance’ to meet the needs of all young people within their learning provision</li> <li>ensuring that all staff involved (both careers specialists and non-specialists) demonstrate their competence in delivering CEIAG and actively review their CPD to ensure their knowledge is up-to-date and accurate</li> </ul> <p><i>In addressing this national accreditation criterion, learning providers should take full account of the professional standards and qualifications determined by the Career Development Institute (<a href="http://www.the CDI.net">www.the CDI.net</a>) and/or other appropriate representative bodies</i></p>	1
B1.3 Providing a planned programme of <b>careers, employability and enterprise education</b> in the curriculum, together with careers information and careers advice and guidance	<p><b>Licensed Awarding Bodies</b> will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> <li>developing a strategic approach to the teaching, learning and assessment of careers, employability and enterprise education that effectively addresses the needs of all its young people, ensuring they progress effectively through their learning pathways</li> <li>securing clearly identified and appropriate learning outcomes (referenced to a recognised framework) and positive practical outcomes - based on performance and destinations data</li> <li>embedding CEIAG within the mainstream curriculum (pre-16) and within the 16-19 study programme, delivering enrichment and extra-curricular activities which enhance and extend careers, employability and enterprise education</li> <li>ensuring that all young people have access to advice and support from teachers, tutors and other relevant staff</li> <li>ensuring that all young people have access to a comprehensive</li> </ul>	1, 2, 3, 4, 5, 6 & 7

	<p>range of up-to-date careers and labour market information resources about opportunities in education, training and employment (including apprenticeships), which meet their needs and requirements</p> <ul style="list-style-type: none"> <li>• involving young people in assessing and reviewing their own career-related learning and contributing to the career-related learning of others</li> </ul> <p><i>In addressing this national validation criterion, learning providers should take full account of Benchmarks 2-7 of “Good Career Guidance” (see also additional information in appendix 4 at the end of this Guide)</i></p> <p><i>Where arrangements exist to encourage the development of quality-assured transition from primary schools to secondary schools, from a careers-related perspective, Licensed Awarding Bodies may seek to offer recognition for this and where appropriate may do so under the auspices of the Quality in Careers Standard</i></p>	
<p>B1.4 Securing independent and impartial careers advice and guidance for young people</p>	<p><b>Licensed Awarding Bodies</b> will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> <li>• ensuring that all internally-appointed CEIAG staff are able to act with impartiality and always in the best interests of the young person, and that they subscribe to a relevant code of professional practice</li> <li>• ensuring that all young people have equity of access to independent and impartial careers advice and guidance (both from external as well as internal sources) which includes opportunities for face-to-face provision for those seeking it</li> <li>• commissioning and securing access to independent and impartial careers advice and guidance that is effective in meeting the needs of all young people - including targeted groups such as the ‘Gifted and Talented’, the disadvantaged and at risk, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children</li> <li>• using agreements and contracts that set out the external careers advice and guidance services secured including the review arrangements for ensuring that those services remain effective and are aligned to the learning provider’s overall strategy for CEIAG</li> <li>• ensuring that where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, the learning provider ensures that any organisation providing such services meets the agreed sector standard (i.e. the Matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute and/or other appropriate representative bodies</li> <li>• data sharing (including with the appropriate local authority/authorities), and the extent to which data sharing agreements and processes benefit young people</li> </ul>	<p>3 &amp; 8</p>
<p>B1.5 Working with employers and the full range of external partners including further education, work based learning providers and higher education to enhance and extend CEIAG provision</p>	<p><b>Licensed Awarding Bodies</b> will assess a learning provider’s arrangements for:</p> <ul style="list-style-type: none"> <li>• ensuring that employers can effectively contribute to the overall CEIAG provision - including enhancing learners’ understanding of technical and vocational education, apprenticeships and the world of work as well as providing inspiration and raising career awareness</li> <li>• involving other partners and agencies in supporting young people’s career aspirations and decision-making effectively, such as - external providers of careers information, advice and</li> </ul>	<p>2, 5, 6 &amp; 7</p>

	<p>guidance services, local authorities, further and higher education, work-based learning providers, and community and charitable organisations</p> <ul style="list-style-type: none"> <li>ensuring that employer engagement in CEIAG is effectively embedded within the careers, employability and enterprise education curriculum</li> <li>establishing effective partnerships with other organisations that support or provide information, advice and guidance for vulnerable and disadvantaged young people such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities</li> </ul>	
B1.6 Involving and supporting families and carers in CEIAG provision	<p><b>Licensed Awarding Bodies</b> will assess a learning provider's arrangements for:</p> <ul style="list-style-type: none"> <li>informing families and carers about how their children can access and benefit from its CEIAG programme</li> <li>securing the sustained engagement of families and carers in their children's career learning and development through its CEIAG programme</li> </ul>	2 & 3
B1.7 Monitoring, reviewing, evaluating and continuously improving provision ( <i>including measuring the impact of CEIAG on learning outcomes and learner progression</i> )	<p><b>Licensed Awarding Bodies</b> will assess a learning provider's arrangements for systematic evaluation, including using an evidence-based approach to inform planning and to improve its CEIAG provision by:</p> <ul style="list-style-type: none"> <li>regularly reviewing its CEIAG programme and collecting feedback from young people, their families and carers, the delivery team(s) (including external service providers) and external partners such as further and higher education, work-based learning providers and employers</li> <li>using data on young people's attainment and progression outcomes to set targets and objectives for improving provision</li> </ul>	1 & 7

### **Organisation, management and staffing**

**Governor: Advice and Guidance** - Should any amendments or reviews be required to the policy, it is the responsibility of the Governor in charge of Advice and Guidance to approve the revised CEIAG curriculum strategy and policy with supporting evidence.

**Headteacher** - It is the responsibility of the Headteacher, to ensure the proposed CEIAG and IAG activities are taking place with the support of Key Stage and Faculty Leaders. During the 1<sup>st</sup> half-term of the Summer Term, a revised CEIAG curriculum strategy is to be approved by Headteacher and reported to the Governors through the curriculum committee.

**Deputy Headteacher**- The Deputy Headteacher is to ensure that all students across the Academy have access to CEIAG, with activities designed for their Key Stage and upcoming pathway options. They are responsible for line management of the Careers Leader and to support with the policy implementation and revise the strategy for the year ahead.

**Careers Leader** - Working under the direction of the Deputy Head, the Careers Leader will take the lead in providing whole Academy and year specific CEIAG and IAG opportunities (as detailed in Curriculum). The Careers Leader will work closely with the Assistant Headteachers and Team Leaders at the Academy, in relation to supporting CEIAG and IAG activities and their individual requirements whilst offering any support, wherever possible and necessary. At Key Stages 3 to 5 the Careers Leader is to make timely external referrals, where necessary. The Careers Leader is to be a member (or working towards being a member) of the Career Development Institute (CDI) Register of Professionals and follows the CDI Code of Conduct to best ensure impartiality. To work alongside external partners to provide valuable and impartial IAG opportunities and events, whilst maintaining impartiality at all times.

**Assistant Headteachers, Achievement Leaders and Team Leaders** - It is the overall responsibility of the Assistant Headteachers with full support from the Achievement Leader team to make timely internal or external requests or referrals for further 1:1 IAG support to the Careers Leader from all members of staff involved in IAG, ideally through email. Working with the Headteacher, it is the responsibility of Assistant Headteachers and Team Leaders to ensure CEIAG and IAG activities are taking place. As such, Team Leaders will provide assemblies, lesson plans and / or time for the lesson / Skills for Life (PSHE) specific CEIAG to take place.

**Achievement Leader, SENCO, Tutors and Vulnerable Children's Officer** - Working alongside the Assistant Headteacher, IAG may take place with tutors and other IAG staff under the direction of an Achievement Leader, SENCO or the Vulnerable Children's Officer. Referrals from Tutors and other IAG staff, for 1:1 IAG purposes must be passed onto the Achievement Leader who will then make a referral to the Careers Leader, if appropriate. At any time, where necessary, the Achievement Leader, SENCO and Academy Vulnerable Children's Officer can make direct referrals to the Careers Leader for specialist IAG intervention or support.

**SMSC Co-ordinators, Skills for Life (PSHE) teachers and other IAG staff** - CEIAG opportunities will also be provided through the lead for SMSC and the Outdoor Learning Co-ordinator. These will take place in a variety of forms, such as assemblies, workshops and team-building exercises. Timely IAG (non-specialist) may be provided by our SENCO, Vulnerable Children's Officer, Learning Mentors & Support Team, Attendance Officer and the Examinations Officer.

## Appendix 4

### Guidance from CDI for structuring the Skills for Life curriculum and Tutor programme

#### Developing yourself through careers, employability and enterprise education

Area of learning	KS3	KS4
1. Self-awareness	<p>describe yourself, your strengths and preferences</p> <p><i>Pupils complete a range of self-assessment exercises and record the results in an e-portfolio.</i></p>	<p>recognise how you are changing, what you have to offer and what's important to you</p> <p><i>Pupils complete an interest's questionnaire and discuss the job and course suggestions with a trusted adult.</i></p>
2. Self determination	<p>be able to focus on the positive aspects of your wellbeing, progress and achievements</p> <p><i>Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.</i></p>	<p>explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p> <p><i>Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.</i></p>
3. Self-improvement as a learner	<p>explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p><i>Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.</i></p>	<p>review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p><i>Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'.</i></p>

Area of learning	KS3	KS4
4. Exploring careers and career Development	<p>describe different explanations of what careers are and how they can be developed</p> <p><i>Pupils discuss different metaphors for career such as career as a journey and career as a race.</i></p> <p><i>Pupils find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures.</i></p>	<p>discuss the skills involved in managing your own career</p> <p><i>Pupils investigate career development in organisations by interviewing HR managers.</i></p> <p><i>Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers.</i></p> <p><i>This could be through a series of careers talks presented in a 'speed dating' exercise.</i></p>
5. Investigating work and working life	<p>give examples of different kinds of work and why people's satisfaction with their working lives can change</p> <p><i>Pupils explore the similarities and differences between paid work, gift work and work in the home.</i></p> <p><i>Pupils explore the purpose of work clothes/uniforms/ 'business attire' and whether people like or dislike wearing them (linked to non-uniform day).</i></p> <p><i>Pupils use comprehensive website video clips to support a teacher/ employer led discussion</i></p>	<p>explain how work and working life is changing and how this may impact on your own and other people's career satisfaction</p> <p><i>Pupils debate the pros and cons of introducing a universal basic income.</i></p> <p><i>Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years.</i></p> <p><i>Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society.</i></p>
6. Understanding business and industry	<p>give examples of different business organisational structures</p> <p><i>Pupils investigate different types of organisational structure and consider their fitness for purpose.</i></p> <p><i>Pupils create a visual aid that shows the contractors and suppliers linked to their own school.</i></p> <p><i>Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.</i></p>	<p>explain different types of business organisational structures, how they operate and how they measure success</p> <p><i>Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model. Pupils reflect on what organisational structure appeals most to them and why</i></p> <p><i>An employee from both models prepares and delivers a talk and question session with the</i></p>

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## Learning about careers and the world of work

7. Investigating jobs and labour market information (LMI)	<p>be aware of what labour market information (LMI) is and how it can be useful to you</p> <p><i>Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.</i></p> <p><i>Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEAs, NCS and data from LMI for All</i></p>	<p>be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p><i>Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.</i></p> <p><i>Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.</i></p>
8. Valuing equality, diversity and inclusion	<p>identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p><i>Pupils role play incidents at work involving bullying and discrimination</i></p> <p><i>Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination</i></p>	<p>recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p><i>Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'.</i></p>
9. Learning about safe working practices and environments	<p>be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p> <p><i>Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of school-age children.</i></p> <p><i>A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.</i></p>	<p>be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</p> <p><i>Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop.</i></p> <p><i>An HR consultant provides a talk on rights and responsibilities at work</i></p>

## Developing your career management, employability and enterprise skills

10. Making the most of careers information, advice and guidance	<p>identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services</p> <p><i>Pupils create a visual diagram to show their personal networks of support.</i></p> <p><i>Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points.</i></p>	<p>build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p> <p><i>Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.</i></p> <p><i>Pupils use their careers plan to record their thinking</i></p>
11. Preparing for employability	<p>recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p><i>Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability.</i></p> <p><i>Employers provide an introduction to employability skills.</i></p>	<p>show how you are developing the qualities and skills which will help you to improve your employability</p> <p><i>Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated.</i></p> <p><i>Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept.</i></p> <p><i>Employers are involved with the work experience programme, preparation, placement and debrief.</i></p>
12. Showing initiative and enterprise	<p>recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p><i>Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green</i></p>	<p>show that you can be enterprising in the way you learn, work and manage your career</p> <p><i>Working with local employers, pupils attend a</i></p>

	<p><i>school' campaign.</i></p> <p><i>Short-term enterprise activities are delivered and supported by local employers.</i></p>	<p><i>session on techniques of successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle.</i></p> <p><i>Local employers provide longer-term business competitions to develop enterprise skills.</i></p>
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13. Developing personal financial capability	<p><b>show that you can manage your own budget and contribute to household and school budgets</b></p> <p><i>Pupils take part in a simulation that challenges them to manage a household budget.</i></p> <p><i>Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages.</i></p>	<p><b>show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</b></p> <p><i>Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed.</i></p> <p><i>Pupils attend careers fairs to research the implications of choosing one pathway over another.</i></p>
14. Identifying choices and opportunities	<p><b>know how to identify and systematically explore the options open to you at a decision point</b></p> <p><i>Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.</i></p>	<p><b>be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</b></p> <p><i>Pupils draw up a list of questions that they want to ask 'stallholders' who they can meet at a forthcoming careers fair/skills show.</i></p>
15. Planning and deciding	<p><b>know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</b></p> <p><i>Pupils engage in target-setting and review activities with their tutors and subject teachers</i></p>	<p><b>know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</b></p> <p><i>Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision making.</i></p>
16. Handling applications and selection	<p><b>know how to prepare and present yourself well when going through a selection process</b></p> <p><i>Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.</i></p> <p><i>Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as Linked In.</i></p>	<p><b>know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</b></p> <p><i>Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.</i></p> <p><i>Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves.</i></p> <p><i>Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement</i></p>
17. Managing changes and transitions	<p><b>show that you can be positive, flexible and well-prepared at transition points in your life</b></p> <p><i>Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school</i></p>	<p><b>review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</b></p> <p><i>Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</i></p>