

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 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 aim is that Castle Manor Academy students are aware of the importance of their education and leave with the knowledge and skills they need to be successful in whatever they do next by:

- 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 7-11	DCO	Tutor programme, Associated Employability Skills Assemblies & Year 10 Employability Day	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 those developed in subject lessons (using Barclays LifeSkills and CDI frameworks).	A, C, H & L	1, 2, 3 & 8

Year Group	Lead	Calendar Opportunity Indicator	Opportunity	What is covered	Policy Aim	Gatsby
Years 7-11	Team Lead / Career Champion		Subject-career focussed lessons	The subject teacher, or invited speaker, delivers a lesson where they will present the subject into context to enable students to explore where it could lead to in the future: Year 7: This subject 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

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.

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.	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		
	KBO, 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 7-11	DCO		#ASPIRE and Partnership Careers Fair	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		3 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 7-11	DCO		'Learning' routes focussed assemblies & parent talks	NEACO and 'Learning' Institution representatives delivers an assembly or parent talk, setting the 'learning routes' 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 to experience a lecture or seminar in a subject, campus tour, presentation and the ability to meet HE students	A, C, E, F, G, H & L	1 & 7
Year 10	DCO, LCA, AL & PCL		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, LCA, AL &		Out to Work Day	Parent led 1-day placement to experience the world of work	A, C, E, H, I & L	1, 2, 5 & 7

	PCL					
Years 9 - 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
Years 10-11	DCO		Pathways Booklet	Annual update of the pathways booklet which includes where the subject can lead	A, C, F, G & H	1, 3, 7 & 8
	DCO		1:1 IAG meetings	Explore which courses and qualifications are appropriate for each child		
	DCO		Taster days	Opportunities to attend 6 th Form and College taster days		
Years 7, 8 & 11	DCO, LCA & AL's		Year Group CEIAG Event	Opportunity to meet different employers and learn and develop essential employability skills, including the ability to 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	DCO, AL & 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
	DCO & BBA		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
	DCO & LCA		Parent CEIAG Information Evenings	Opportunity for parents to learn more about the different post-16+ learning routes and other CEIAG based learning opportunities developed by parent feedback in our annual review.		

A 'Calendar of Events' can be found in 'Appendix 5' to support the understanding of the colour coding system used in the 'Curriculum' tables above. Please note, events dates within the 'Calendar of Events' are subject to change depending on volunteer and institution availability.

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 event through Microsoft Forms or paper-based questionnaires where necessary. Students, parents and staff will have the opportunity to provide feedback through an annual online evaluation questionnaire.