

# **Eckington School – LEAP Multi-Academy Trust**

## **Careers Education, Information, Advice and Guidance Policy**

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## Linked policies

This policy has taken into consideration and has links with the following:

- Teaching and learning policy
- Equal opportunities policy
- CPD policy
- Health and safety policy
- Work Experience Entitlement Statement policy
- CEIAG Entitlement Statement 2020
- HRSE policy 2020
- Assessment, recording and reporting policy
- Student support, guidance and welfare
- Departmental policies and schemes of work
- SEND policy,
- Provider Access Policy / The Baker Clause

## Linked Documents

- *Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff*. DFE, January 2018
- *Good Careers Guidance – The Gatsby Foundation 2013*
- *Careers, employability and Enterprise framework*, CDI January 2020
- *The Education Act 2011 Duty to secure independent and impartial careers guidance for young people in schools – statutory guidance for headteachers, school staff, governing bodies and local authorities – DFE March 2012*
- *Careers Mark 6a*
- *Local Economic Assessment Report – Derbyshire County Council 2019*

This policy is informed by other documents as shown in Appendix 1.

Adopted by the Eckington School LGB

Compliance Check:

Review Period: March 2021

Review Date: March 2024

CEIAG at Eckington school

## **1.0 THE SCHOOL VISION**

Eckington School is a large mixed gender academy, with around 1200 students ranging from Y7 to Y13. There are approximately 145 students in the Post 16 centre. The vast majority of students are white British. The proportion of students who are disadvantaged is smaller than the national average. The proportion of students who have SEND is slightly higher than national average.

Eckington School / LEAP Multi-Academy Trust seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school.

Eckington School aims to give all students the opportunity to fulfil their potential and to experience success in a safe, challenging and stimulating environment which addresses the needs of individuals and which expects high standards of behaviour, commitment and respect for each other and the community and the environment.

Careers Education, Information, Advice and Guidance (CEIAG) has an integral role to play in the achievement of these aims. Effective CEIAG:

- Empowers our young people to plan and manage their own futures
- Prepares our students for the next stage of learning and/or work
- Responds to individual student needs
- Provides information and advice
- Raises their aspirations
- Actively promotes equality of opportunity and challenging stereotypes.

CEIAG plays an important role in motivating our students and raising their aspirations, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.

1.2 The Eckington LGB have, therefore, adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

## **2.0 POLICY SCOPE**

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four and Post 16.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Although not necessarily in school and regularly attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the most recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

2.4 This policy promotes the 8 Gatsby Charitable Foundation benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in Key Stages 3, 4 and 5, in all years and how these events will impact upon all students at the school.

2.7 All members of staff at Eckington School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor or Careers Lead.

2.8 It is important, therefore, that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 OBJECTIVES**

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1 To ensure that all students at the school receive a stable careers programme

3.1.2 To enable all students to learn from information provided by the career and labour market

3.1.3 To ensure the CEIAG programme tailored to the individual needs of each student

3.1.4 To link the curriculum learning to careers learning

3.1.5 To provide students with a series of encounters with employers and employees

3.1.6 To provide students with experiences of workplace(s)

3.1.7 To ensure that students have a series of encounters with further and higher education

3.1.8 To provide each student with the opportunity to receive personal guidance.

### 3.1.9 Policy rationale

Eckington School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

This policy is provided to ensure that all students at Eckington School have access to a programme of CEIAG that clearly identifies:

- entitlement
- underpinning principles
- a relevant curriculum
- how individual needs will be identified and met
- practices and procedures.

This policy will offer guidance for all staff involved in the delivery of CEIAG and information for relevant parties. It will be used as a management tool for the planning, design, delivery, resourcing and evaluation of CEIAG and it will provide a basis for a cycle of continual improvement.

## 3.2 ENTITLEMENT

All students at Eckington School, irrespective of race, class, disability, gender, age or attainment are entitled to receive:

- a planned programme of activities designed to prepare them for the opportunities, responsibilities and experiences of adult and working life
- impartial and expert guidance based on the needs of the individual
- access to comprehensive, reliable and up-to-date information
- opportunities to learn about work, through work and for work, by the use of a range of activities provided within school and outside school
- the opportunity to plan, review and evaluate their progress and to set targets for future personal development.

Students and parents are made aware of this entitlement through the school website, and assemblies at key times.

3.3 The learning outcomes for each of the three key stages are mapped against those outlined in the CDI Framework for careers employability and enterprise education (January 2020). See Appendix 1 where they are also cross referenced with and PSHE frameworks (PSHE Association January 2020).

3.3.1 Eckington School has 3 key intended learning outcomes;

- Develop Yourself. *Developing yourself through careers, employability and enterprise education.*

Students will develop self-awareness, self-determination and self-improvement which underpin aspiration, ambition and achievement in careers, learning and the world of work.

- World of Work. *Learning about careers and the world of work.*

Students will be encouraged to explore, investigate and understand the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development.

- Career Management. *Developing your career management, employability and enterprise skills.*

Students will recognise that a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change.

#### **4.0 THE CAREER GUIDANCE CEIAG CURRICULUM**

CEIAG will be delivered at Eckington School in the following ways:

- 4.1.1 From September 2020 CEIAG will be delivered through a Character Education curriculum of one lesson per week and through Flexible Learning Days throughout the school year.
- 4.1.2 Post 16 CEIAG will be delivered through a guidance curriculum of one lesson per week and through Flexible Learning Days by a dedicated team of Post 16 tutors.
- 4.1.3 CEIAG will form an integral part of a broader programme that encompasses all aspects of personal development.
- 4.1.4 Through enrichment activities and events - CEIAG learning will be implicit in a range of activities which involves all students. These include work shadowing, a core work experience programme, enterprise activities, World of Work day, Futures days, Decision Making day and engineering and enterprise challenges. Students will also have the opportunity to participate in visits to universities, colleges, careers events and mentoring, supporting success, and work shadowing activities.
- 4.1.5 Through Character Education - decisions about learning and work have implications for other life roles. Careers education, HRSE, and Citizenship are closely related and the programmes for these three areas are co-ordinated to ensure coherence, avoid duplication and take advantage of opportunities to reinforce learning.

- 4.1.6 Students from year 9 through to year 13 also have the opportunity to study for work- related qualifications on-site. These include BTEC /other applied programmes.
- 4.1.7 Wider curriculum - all subjects can add value to the careers programme by providing a real context and greater relevance. Subject teachers also have the potential to exert an influence on the career ideas of students, as well as acting as important role models. Teachers should make links to the skills and knowledge that their subject is developing and make links to how and where these will be useful in a student's career. It is, therefore, important that they are given support for curriculum enhancement and that they have up-to-date information to give to students (including labour market information), in order that their career ideas are developed appropriately. Material and resources will be made available to subject staff as it is received by the careers lead.
- 4.1.8 Students will be exposed to CEIAG messages through assemblies and tutorial activities, along with high quality pastoral care and guidance.

## **5.0 CURRICULUM IMPLEMENTATION**

- 5.1 All students will have access to a planned and progressive programme through schemes of work that are designed to meet the needs of all individuals and to reflect national requirements, frameworks and initiatives.
- 5.2 The programme will be co-ordinated, monitored, reviewed and evaluated.
- 5.3 The programme will facilitate individual development and progression, and it will be integral to processes for action planning and recording achievement.
- 5.4 The programme will use methods and approaches that are appropriate for the aims of the session, and will use a repertoire of flexible, active learning methods.

Examples will include:

- Target setting
- Decision-making activities
- Working with others
- Beliefs and values clarification
- Information gathering and sharing
- Problem solving
- Reflection, review and evaluation
- Discussion and debate
- Use of ICT packages such as Unifrog or BeReady
- Visiting speakers and workshops

- Interviews and mentoring
- Introduction to the careers research library
- Careers portfolio compilation.

## **6.0 BUDGET**

6.1 A budget will be made available each school year to provide for the delivery of CEIAG, materials and resources through the Careers budget. Further support will be allocated according to specific development needs as identified through the annual improvement plan.

## **7.0 EQUAL OPPORTUNITIES AND DIFFERENTIATION**

7.1 All students will be entitled to the same provision of core CEIAG activities. In order to ensure that students have access to the full range of CEIAG available, lessons will be differentiated to take into account variety in levels of ability, interests and learning styles. Resources, materials and experiences will also reflect the needs of all students.

## **8.0 ADDITIONAL SUPPORT FOR TARGETED STUDENTS**

8.1 Information on students who require additional support will be made available through the school's inclusion procedures. The schools SENDCO and DA coordinator will support with transition planning processes for students with SEND and disadvantaged students. The school will provide for a Careers Adviser to be fully involved in the transition planning process for students with SEND, disadvantaged students and those with several identified risk of NEET indicators.

## **9.0 RESPONSIBILITIES FOR CEIAG**

9.1.1 The CEIAG programme is managed by the Leader of Teaching and Learning for Character Education. The CEIAG programme is line managed by the Assistant Principal with responsibility for Outcomes. All individuals report directly to the Principal. There are two Governors with special responsibility for CEIAG (Mrs J Wormleighton and Mrs J Dakin) and the Leader of Teaching and Learning works with a team of Leaders of Student Development/Directors of Achievement and their tutor teams. In addition, subject leaders will ensure that CEIAG is delivered appropriately to all students in their subject areas, in compliance with Gatsby benchmark 4.

9.1.2 The Leader of Teaching and Learning has responsibility for:

- Curriculum development
- Monitoring, Review and Evaluation
- Resource Management (including the careers library)

- Pastoral aspects in relation to students' experiences of CEIAG (including managing links with external agencies and providers)
- Staff development.

9.1.3 The Assistant Principal with line management responsibility for Ethics has responsibility for:  
Coordinating IAG interviews with the linked Derbyshire Careers Service advisor.

9.1.4 There will be a dedicated team of Ethics teachers who will teach all aspects of the Ethics Curriculum including CEIAG

## **10.0 ASSESSMENT, RECORDING AND REPORTING**

Assessment is integral to learning and teaching in careers education and will form part of the planned programme.

10.1 Formative assessment or on-going qualitative feedback – to enable students to identify their strengths and weaknesses and set themselves targets for further improvement (assessment for learning). This will involve: self-assessment through individual review and guidance activities in Character Education lessons, tutorial sessions, and careers adviser interviews where appropriate. Careers workbook activities, Career Development Plans, Personal Statements and peer assessment activities in lessons will also be assessed.

## **11.0 SCHOOL RESPONSIBILITIES**

11.1 The school has a series of statutory duties. These are:

11.1.1 All registered students at the school must receive independent careers advice in Years 7 to 13.

11.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

11.1.3 This advice must cover a range of education or training options.

11.1.4 This guidance must be in the best interests of the student.

11.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. (Cf. Section 6 of this policy).

11.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. (Cf. Section 6 and Appendix 3). This policy and these arrangements must be published.

11.1.7 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy (cf. Section 3).

11.1.8 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. Complete Careers or Ofsted).

## **12.0 ECKINGTON LGB RESPONSIBILITIES**

12.1 The Governing Body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

12.1.1 Based on the eight Gatsby Benchmarks

12.1.2 Meeting the school's legal requirements.

12.2 The Governing Body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 13.

## **13.0 PROVIDER ACCESS**

13.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

13.2 All students in years 7-13 are entitled to:

13.2.1 Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

13.2.2 Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

13.2.3 Understand how to make applications for the full range of academic and technical courses.

- 13.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities.
- 13.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

#### **14.0 MONITORING, EVALUATION AND REVIEW**

14.1 The Principal will ensure that:

14.1.1 The work of the Careers Advisor and CEIAG events is supported and monitored.

14.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

14.2 The effectiveness of this policy will be measured in a variety of ways:

14.2.1 Feedback from stakeholders

14.2.2 Feedback from external visitors to the school such as awarding organisations for the Quality in Careers Standard or Ofsted

14.2.2 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

14.3 The Eckington LGB will review this policy every three years.

This policy was approved by Mrs J Wormleighton (Chair of Governors) with the agreed delegated powers.

The policy will be re-affirmed at the next FGB.

Signed : Mrs Jill Wormleighton (Chair)

Dated: 30<sup>th</sup> March 2021