



# Longsands Academy

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

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## **Introduction and context**

### **Statutory Requirements**

The Education Act (2011) placed schools under a statutory duty to provide access to independent and impartial careers guidance for all students in years 9 to 11. In April 2013, the Government extended this duty to years 8 to 13. A further addition to the Technical and Further Education Act (2017) states that schools in England “must ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships”.

Further statutory guidance (2018) requires schools to offer their students access to employment, apprenticeship and training providers, and to publish a statement outlining this access to providers. It is also a requirement (since September 2018) that “every school needs a [named] Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.”

### **Overview of Careers**

At Longsands Academy, the statutory requirements above are extended to all students with the same entitlement being offered to all students from Years 7 to 13. Longsands Academy provides individual careers guidance, careers information and a careers education programme. The programme offers a wide range of activities and is complemented by partnerships and extensive links with many external agencies including local employers, training providers and Higher Education Institutions. The policy for careers education, information, advice and guidance (CEIAG) is underpinned by a range of key school policies and curriculum areas, especially Personal Development. The Academy is committed to ensuring that wherever possible, all young people leave the Academy to enter employment, further education, or training.

We are proud of the fact that the proportion of our students not in education, employment or training (NEET) by the October of leaving our school is very low. Up to date information about our leavers’ destinations is available on our school website.

### **Aims and objectives of CEIAG**

Through carefully planned careers lessons, employer encounters and other activities, we aim to provide high quality, impartial careers advice and guidance to raise students' aspirations. We also aim to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks – see below

<b>1. A stable careers programme</b>	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.
<b>2.Learning from career and labour market information</b>	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.
<b>3.Addressing the needs of each student</b>	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.
<b>4.Linking curriculum learning to careers</b>	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.
<b>5.Encounters with employers and employees</b>	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.
<b>6.Experiences of workplaces</b>	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.
<b>7.Encounters with further and higher education</b>	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.
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of Academy staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

All students have access to impartial careers information and guidance appropriate to their age and ability. This should promote equality of opportunity, inclusion and diversity and challenges stereotyping. Students are encouraged to develop the knowledge and skills needed to make informed choices and manage transitions e.g. from Year 11 to post-16 opportunities and from the sixth form into higher education or employment.

Through the programme, our students will be able to:

- Relate their studies to and understand the world of work.
- Review their experiences and achievements and present and discuss these with others and set realistic goals for self-improvement.
- Research and understand the range of education, employment and training opportunities available to them at post-16, post-18 and further into the future.
- Make informed decisions about their future and manage transitions, for example between Key Stages or between school and university or the world of work.
- Be aware of sources of financial help for learning.
- Develop key transferrable knowledge and skills related to labour market information (LMI), employability and the workplace.
- Develop qualities of resilience, communication, aspiration and critical thinking through timely and relevant activities and opportunities that are directly transferrable to a range of employment, apprenticeship and further education pathways.
- Access a range of information from employment, apprenticeship and higher education providers, as well as related external agencies such as UCAS and Student Finance England

## **Delivery of CEIAG**

The policy aims will be achieved through both fixed elements and informal learning opportunities:

- i) Fixed Provision – to be achieved through:
  - The Personal Development (PD) curriculum, delivered by academy staff who have been supported with training and CPD, using regularly updated teaching materials and resources;
  - The planned subject curriculum, e.g. Science, Maths, English, Computing and IT
  - Assemblies
  - Tutor time
- ii) Additional Provision – to be achieved through:
  - Workplace experiences
  - Encounters with further education
  - Encounters with employers

## **CEIAG Provision**

### **Entitlement statements:**

By the end of year 9, all students will have the opportunity to:

- Look at information about learning pathways.
- Discuss, with employers, what skills are needed in life and work.
- Self-reflect, think about themselves, their strengths and their aspirations.
- Use career information resources, including online careers platforms (JED, Morrisby Careers and Unifrog, and LMI).
- Watch videos and engage with career stories.
- Look at company and sector specific resources.
- Discuss mental and physical health and wellbeing relating to work-life balance.
- Learn about rights and responsibilities.
- Learn about personal finances, budgeting, borrowing, credit and debt.
- Learn about stereotypes, prejudice and discrimination and the Equality Act 2010.

By the end of year 11, all students will have the opportunity to:

- Recognise the value of challenging themselves and trying new experiences.
- Reflect on and record achievements, experiences and learning.
- Consider what learning pathway they should pursue next.
- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Research the labour market and the education system.
- Interact with FE and HE
- Research the world of work, including experiencing a week placement in the workplace.
- Research how recruitment and selection processes work and what they need to do to succeed in them, including a mock interview.
- Take steps to achieve in their GCSEs and make a decision about their post-16 pathway.
- Reflect on their physical and mental wellbeing and consider how they can improve these.
- Recognise the role that money and finances will play in the decisions that they make in their life and career.
- Reflect and discuss their plans with an impartial, qualified guidance advisor.

By the end of year 13, all students will have the opportunity to:

- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Develop a clear direction of travel in their career and actively pursue this.
- Actively seek out information on the labour market, using Unifrog, to support their career.

- Develop a clear understanding of the learning pathways and qualifications that they will need to pursue their career.
- Interact with FE and HE.
- Reflect and discuss their plans with an impartial, qualified guidance advisor.
- Analyse and prepare for recruitment and selection processes via a mock interview.
- Prepare for the world of work and the skills required by spending a week in the workplace.
- Evaluate different media, information sources and viewpoints and reflect on the best way to get information for their career.
- Plan for the kind of balance of work and life that they want and take action to improve their physical and mental wellbeing.
- Learn how to manage their own money and plan their finances (e.g. thinking about student loans)

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all students. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering CEIAG.

## **Roles and Responsibilities**

### **The Local Governance Committee (LGC)**

Longsands LGC will ratify and adopt the CEIAG policy and hold the Principal to account for its implementation.

### **The Principal/Assistant Principal**

The Principal, Assistant Principal: Personal Development and the Careers Lead are responsible for ensuring that CEIAG is taught consistently across the school, and for managing access requests from providers.

### **Staff**

Staff are responsible for:

- Delivering Careers Education lessons in an impartial way
- Modelling positive attitudes to diversity
- Monitoring progress through signposting in the sessions
- Responding to the needs of individual students and signposting students to sources of accurate, impartial careers and LMI
- Referring students for additional one to one guidance

## **Responsibilities for Curriculum Delivery and Policy Implementation**

With regard to curriculum delivery:

- the Academy views it as the shared responsibility of all adults working within the Academy to respond appropriately to a young person's request for information and advice;
- all staff must be made aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary;
- the CEIAG curriculum will primarily be delivered by trained teams of teachers who have received specific CPD ahead of the session;
- the Careers Lead is responsible for reviewing and evaluating CEIAG and is accountable to the Assistant Principal: Personal Development and Principal in this;

### **Training**

Bespoke and specific CPD will be given to all teachers who are delivering a careers session ahead of the timetable event in a formal CPD session from the Careers Lead or other suitably trained staff. This allows opportunity for all staff to seek extra guidance and support if needed to enable confident and consistent delivery of the curriculum.

### **Explicit Links to Other Policies**

- Provider Access Statement (Baker Clause)
- Safeguarding and Child Protection
- Confidentiality

This policy will be reviewed every 2 years by the Assistant Principal: Personal Development and be presented to the LGC for approval.