
Belfairs Academy



Careers Education, Information, Advice & Guidance (CEIAG)

November 2022

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INTRODUCTION

The Academy is committed to providing Careers, Education, Information, Advice and Guidance to all students through the curriculum and organised activities.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development in line with the Academy's Values and as set out in the *Department for Education 'Careers guidance and access for education and training providers' updated to reflect the changes to the careers legal duty that come into force on 1 September 2022*. We will also reflect recommendations taken from 'The Good Career Guidance Report' which advises the use of eight good practice benchmarks for structure and quality of CEIAG: (*The Gatsby Report*). As per statutory guidance, we will aim to meet all benchmarks as detailed below. We work closely with the Careers Enterprise Company and our Careers programme is measured by use of a Compass Tool which is recognised by H.M Government.

From January 2018 we will publish and refer to the recommendations detailed in the 'Provider Access Policy Statement' which outlines duties of vocational providers to engage with students from the Academy.

The Gatsby Benchmarks

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of individual students.

AIMS

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students and encompass the Academy values:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance and encouragement to take on work related experiences and voluntary activities.
- Career management by making and adjusting plans to manage change and transition.
- Independent investigation through teaching and learning and Values.
- Progression planning through the provision of Information and Guidance (IAG) from external partners, support across the curriculum, organised progression

activities and events and association with local colleges, independent training providers and businesses. Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

COMMITMENT

The Academy is committed to all providing a planned programme of careers education, information and guidance for students in all years in partnership with appropriate, external organisations. Information for this will be displayed on the Academy website. Students will leave the Academy with the skills and knowledge required to support their entry to higher educational establishments, into employment or further training. The Academy actively promotes parent/carer involvement through events, forums and ensuring access to information throughout the year.

ENTITLEMENT

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers and will take into account our responsibility to monitor, support and encourage our Pupil Premium and SEN students. The programme will promote equality of opportunity, diversity and inclusion, whilst supporting the best interests of the students to whom it is given. Each student will also be entitled to individual independent guidance at one point during years 8 – 13.

PROVISION

The Careers programme is overseen by SLT and the governing body and managed by the Careers Leader. The Careers Leader ensures delivery of the programme assisted by Faculty Leaders, Subject Leads, Leader of the Tutor Time Programme and appropriate external partners. The careers programme includes activities *about* work, to develop knowledge; and *for* work, to develop skills. A budget is available to fund some careers related resources.

Careers resources are available in the Learning Resource Centre, Post 16 area and by using computer software throughout the Academy. Resources are relevant and up-dated regularly.

Participation in activities is encouraged, both in school and off-site and the Academy provides employer and FE/HE contact together with up to date information.

The Careers Leader is available for guidance interviews and attends progress evenings for students from Yr7 –Yr13.

There are a number of whole school Career related activities which enhance our belief in career development including; our annual *Careers, Community and Trades Fayre* and our *Shaping the Future* event.

Training needs are identified and offered to all relevant staff as opportunities arise. Information is then brought back in to the academy and shared with other staff members.

EVALUATION

The SLT lead and curriculum leader will be responsible for the monitoring, review and evaluation of the programme and changes may be made as a result. Auditing of the whole school approach will also take place through the governing body and support offered where required.

- **Students:** will be consulted on the impact of the CEIAG programme by evaluations at the end of each activity and destination data.
- **Parents/Carers** will receive evaluation opportunities through parent's evenings and other contact points
- **Employers** involvement is evaluated after each activity
- **Teachers** feedback is encouraged at key points of the careers programme

PROVISION IN YEAR 7 & 8

- Curriculum support in all subjects promoting related job advice
- Attend the Academy Careers, Community and Trades Fayre held for one academic day each year
- Allotted time through Values lessons and Tutor Time for self-development focusing on lifestyle and progression
- Access to the careers information and software via Values lessons and Tutor Time
- Access to virtual platforms
- Yr 8 will be invited to attend a Pre-Options Evening
- An introduction to the careers resources in the learning resource centre
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Individual interview to support transition from year 8 to 9

By the end of Year 8, students will have:

- A better understanding of their strengths, achievements and weaknesses and be provided with support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for KS4 Options.
- Received appropriate advice and guidance on KS4 options and have the beginnings of a progression plan
- Understand and link with provision offered by external partners and organisations

PROVISION FOR YEAR 9, 10 & 11

- Encouraged to participate in work related and volunteering opportunities

- Careers, Community and Trades Fayre held during the academic day
- College presentations
- Local university presentations
- Access to Careers Guidance
- Access to virtual platforms (Remove yellow highlight)
- Information on College Open dates
- Support with completing College Application forms and access to computers for on-line registration
- Mock Interviews, where deemed advantageous
- Shaping the Future Event
- Supported CV and Personal Statement sessions within the curriculum
- Parent evenings and some assemblies are supported by external partners
- Close monitoring of vulnerable students

By the end of Year 11, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Been given direct access to apprenticeship providers, colleges and training providers
- Been given guidance to help identify a range of post-16 options
- Had the provision of careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

PROVISION IN YEAR 12 & 13

- Opportunities to participate in a wide range of voluntary options
- Work related assemblies and given the opportunity to take on work experience
- Preparing for, and participation in, mock Interviews
- Recording participation in Careers activities
- Access to virtual platforms
- Presentations from local Universities
- Visits to and from Universities and Colleges
- UCAS application and procedures
- Advanced CV writing and application procedures
- Visits to and from organisations offering apprenticeships and employment
- Access to computer aided interest guides
- Access to Careers guidance
- Access to mentors and Labour market information
- Careers, Community and Trades Event
- Shaping the Future Event

By the end of Year 13, students will have:

- Advanced their Career Management skills
- Been given direct access to employers, colleges and providers of Apprenticeships
- Have access to their Career Development record (Remove yellow highlight)
- Participated in mock interview sessions and received feedback from professionals on CV writing and letters of application
- A comprehensive understanding of job application procedures
- Been assisted at every point of the UCAS University choice and application process
- Had the opportunity to participate in relevant work experience
- A full understanding of the student finance system
- Been made aware of how to go about organising personal finances

LINKS WITH OTHER POLICIES

This policy recognises and is applied in accordance with the Academy's policies for Teaching and Learning; Personal, Social, Careers & Health Education and Citizenship; Enterprise and Employability; Work Experience; Equal Opportunities; Health and Safety; Students with SEN and Disabilities; Students registered under Pupil Premium and Supporting Looked after Children.

This policy is written to reflect the National policies, legislation and frameworks, these include:

- DfE: Careers Strategy: making the most of everyone's skills and talents – December 2017
- DfE: 'Careers guidance and access for education and training providers' has been updated to reflect the changes to the careers legal duty that come into force on 1 September 2022
- DfE: Technical Education and Apprenticeships, raising awareness in schools – November 2017 incorporating, 'Provider Access Policy Statement'

Booked Provision from Outside Agencies and External Resources

<u>PROVISION</u>	<u>Appropriate for:</u>	<u>COST</u>
National Careers Service	All Years	Free service
Job Centre Plus Andrea Purser	Years 11 and 12 and 13	Free service
Make Happen (subject to limitations)	Years 11-13	Free service
Careers and Enterprise Company Laura Bramley Careers Hub – Hyla Grimwade	All Years	Free service
Careers and Jobs in Posters Success at School	All Years (for subject Classrooms)	Free service