



## Careers Education, Information, Advice and Guidance (CEIAG) Policy – Key Stages 3-5

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<b>Monitoring &amp; Review</b>	Standards Committee	
<b>Links</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Relationships, Sex Education Policy Associated documents.</li> <li>• Careers guidance and access for education and training providers</li> <li>• Careers strategy: making the most of everyone's skills and talents (see Appendix 2)</li> </ul>	
<b>Staff responsible</b>	Deputy CEO	

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## **1. Statement of Intent**

We are committed to providing both independent careers guidance and a highly structured careers programme as the legal entitlement of all learners within each of our academies. Excellent careers, information, advice and guidance prepares learners to make appropriate choices in order to be successful in adult life. Our careers, information, advice and guidance (CEIAG) programme will enable learners to make informed educational and careers decisions which are aspirational yet match their abilities and needs. The aims are that all learners should:

- Be encouraged to be ambitious, explore their creative aspirations and broaden their horizons
- Have the opportunity to undertake a variety of work-related activities and experiences (dependent on age and appropriateness)
- Understand themselves and develop their capabilities
- Understand and investigate careers and opportunities through developing information literacy
- Be aware of education, training, career options and pathways
- Make appropriate choices about their continuing education and career paths at each stage in their transition (notably the end of Key Stage 3 and throughout Key Stage 4 and Key Stage 5)
- Manage transitions to new roles and situations, and link what they learn the academy with life outside and their future steps
- Through the academy's work with parents and carers, be motivated to have great ambition
- Be constantly encouraged to be highly aspirational and to tackle stereotypical assumptions
- Have access to a cohesive Careers Education Information, Advice and Guidance programme for Year 7 through to Year 11, and Years 12 and 13 for our Post 16 learners.
- Be aware of the local and national labour market and have access to labour market resources.
- Develop employability skills such as interview preparation, CV writing and letters/ statements of application.

## **2. Legal Framework and Definitions**

2.1 This policy has due regard to statutory legislation and statutory guidance, including, but not limited to:

- DfE Careers guidance and access for education and training providers 2018
- The Education Act 1997
- The Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010 • Children and Families Act 2014
- Technical and Further Education Act 2017

2.2 Where this policy refers to 'Summit Learning Trust' or 'our Trust', this should be taken to include any member of our Trust's staff team, including governors and trustees.

2.3 This policy relates to other policies where the aims of our pastoral curriculum are explained such as our Curriculum Policy; Relationships, Sex, Education (RSE) Policy.

## **3. Scope of this policy**

3.1 This policy applies to all learners at Summit Learning Trust academies from Year 7 to Year 13.

#### 4. Roles and responsibilities

Our academies' Local Governing Bodies (LGB) have responsibility for holding the senior leadership team to account for:

- Ensuring all learners are provided with independent careers guidance from Year 7 to Year 13
- Ensuring that arrangements are in place to allow a range of education and training providers to access learners.
- Ensuring all learners are able to self-refer to an independent and impartial provider of careers, education, advice, including advice on apprenticeships and technical routes as well as alternative Post-16 providers.
- Ensuring that no learner is discriminated against as a result of any protected characteristics.
- Ensure that the academy has a designated careers lead.

The senior leadership team is responsible for holding the careers lead to account and ensuring that:

- They are up to date with the latest developments around Careers, Education, Information, Advice and Guidance and local and national information on careers and pathways.
- They understand and can articulate national and local labour and work force trends.
- They are working towards a clear plan to ensure they continue to meet all aspects of The Gatsby Benchmarks by the end of 2024.
- They are using this compass tool to evaluate the academies' offer and to work towards **the Quality in Careers Standard or The Careers Mark and maintain these awards.**
- They are committed to keeping up to date with all initiatives and legislation and undertaking a recognised careers advisor qualification, and working with a professional who is qualified up to Level 6.
- Their CEIAG programme is reviewed and evaluated on an annual basis with pastoral teams.
- There is a planned programme of advice and guidance for all learners.
- They maintain links with further education, universities, apprenticeship providers, employers and the impartial CEIAG provider.
- They contribute to our staff Professional Learning programme so that all teachers are up to date with relevant advice and guidance and contemporary labour market information.
- They review the policy and publish and up to date academy career programmes and a statement on provider access on the academy website.
- They work with the academy librarian, where one is in place, to ensure that careers literature is up to date and relevant.
- They ensure that Post-16 learners are educated about the 16-19 Bursary Fund and that all young people are expected to be in education or training until the age of 18 years
- They organise workshops, assemblies, careers days and work experience relevant to the needs of all learners.
- They liaise with SENCOs (Special Educational Needs and Disabilities Coordinators) to ensure that CEIAG is appropriate for children and young people with additional needs and that the needs of the most vulnerable learners are met.
- They liaise with DSLs (Designated Safeguarding Leads) to ensure that CEIAG is appropriate for vulnerable children and young people, particularly those with a social worker (Child In Need, Child Protection cases) and those diagnosed with Mental Health issues.
- They analyse destination data to assess the suitability of the CEIAG programme.
- They robustly track destinations to support the evaluation of the quality of the academy careers programme.
- They ensure that they work to ensure the academy has a 0% NEET (Not in Employment, Education or Training) figure.

- They provide appropriate information, as necessary for other agencies to support learners in their career choices, for example, those not in education, employment or training after their GCSE examinations
- They are easily accessible for parents and carers through telephone and email (see Appendix 1)

## **5. Provider Access**

### **5.1 Provider access policy statement**

Under Section 42B of the Education Act 1997, as of January 2018, we have a duty to provide children in Years 8-13 with access to providers of Post-14, Post-16 and Post-18 education and training. At the back of the policy, each of our academies has listed how they meet these obligations, what their CEIAG provision consists of and how they are working towards the Gatsby Benchmarks.

### **5.2 Access requests for providers**

Any provider wishing to request access should access the careers leader at the relevant academy (see 7. How to make contact). To assist providers, each academy provides a full list of their CEIAG annual programme (see 8. What learning opportunities are available for learners?) Speakers will expect to be supervised in line with our Safeguarding and Child Protection Policy. Providers are welcome to share their prospectuses for our Careers Library in each academy.

- Learners who are leaving the academy at the end of Year 11 will have guided support from a careers advisor in order to aid their transition to an alternative pathway.
- The careers advisor will keep parents and carers informed regarding alternative Post-16 options and advice.
- All Key Stage 3 learners will receive a careers education module within PSHE relevant to their option choices.
- Information and guidance will be provided at key points of transition; for example, GCSE options in Key Stage 3 and Post-16 options in Key Stage 4.

### **5.3 Provider access statement**

This statement sets out our academy's arrangements for managing the access of providers to learners at the academy for the purposes of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

## **5.4 Management of provider access requests**

### **5.4.1 Opportunities for access**

Our provision includes various opportunities for learners to access a range of events. These are mainly integrated into the careers programme and curriculum (see above). Therefore, these events are delivered internally with contributions from external providers, where appropriate.

### **5.4.2 Procedure**

A provider wishing to request access should contact the careers lead via the academy contact details available on the website. Local providers are invited to key relevant events. Our Trust's Safeguarding and Child Protection Policy sets out the academies' approach to allowing providers into the academy as visitors to talk to our learners.

## **6. Impact on our Careers Programme**

We will measure the impact of our programme by considering the following: primarily our NEET figure which we aim to be 0%; the aspirations of our learners (learner voice); Post-Year 11 destinations; Post-16 retention (for our college) the number of learners in Post-16 applying to Russell Group universities; apprenticeship uptake; the retention rate at university

## **7. How to make contact**

Details of the Careers Lead for each academy can be found in the Careers section of the relevant academy website.

## **8. What Learning Opportunities are available to learners?**

Examples of learning opportunities are as follows: Year 7 induction, visiting speakers, university visits, careers event, CEIAG interviews, parental meetings, information evenings. **Full details of what is on offer in each academy are available in the Careers section of the relevant academy website.**

## **9. Record Keeping and Data Protection**

- 9.1 We maintain a record of all CEIAG activity. This includes details of each learners' experiences linked to them receiving provision that meets the Gatsby Benchmarks linked to in Appendix 2.
- 9.2 We keep such records confidentially and securely in accordance with our Trust's Data Protection Policy, which is available on our Trust's website.
- 9.3 Such records may include information held on a recording device, if its use was deemed appropriate at any stage of the process to aid communication or the recall of information.

## **9. Appendix**

### **9.1 Appendix 1 – Obtaining Information**

#### **Where can learners access careers literature?**

Career information is available in the library, through relevant displays, and assemblies. The careers library includes a range of university and college prospectuses, careers guides, apprenticeship and employer information, as well as guides on job-search activities. Learners may also find the websites in Appendix 2 useful and can access information through:

- Designated careers software
- On-line organisations such as UCAS, apprenticeships.gov.uk and discoveruni.gov.uk
- Events such as options evenings, Careers and UCAS fairs.

#### **How does the careers referral work?**

- Through the form tutor and SENCO meetings, pastoral leads identify learners who would benefit from early intervention in any year group. This may include learners with lack of direction or lack of motivation; learners with additional needs; learners receiving learner premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, pastoral leads prioritise any learners based on their readiness to make Post-16 decisions and the support they might need throughout the Post-16 options progress. Senior and pastoral leads ensure that they fully utilise the support available from our sixth form college.
- The outcome of all these activities allows the careers adviser to prioritise learners for interviews; helping to ensure that learners of all abilities can access the support they need.
- For those learners identified as being at risk of NEET, further interventions are arranged, as appropriate, for each learner. This support could include personalised curriculum in Key Stage 4, visits to colleges and training providers, contact with parents and carers, support from other agencies and ongoing contact as the learner leaves the academy.

#### **Where can learners access careers literature?**

Learners may refer themselves for a careers meeting at any point; directly via their form tutor, a member of the pastoral team or their head of year. An appointment with the adviser will then be arranged. Learners are made aware of the careers adviser through assemblies and the CEIAG programme. The careers lead will record action plans. Learners will receive a copy and parents, carers and staff members have the option to see this information so that they can support the process. If a learner is absent or fails to attend, an alternative time will be arranged.

## 9.2 Appendix 2 – Useful reference

The eight Gatsby benchmarks of Good Career Guidance

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

1. **A stable careers programme**
2. **Learning from career and labour market information**
3. **Addressing the needs of each learner**
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**

The Career Development Institution Careers Feedback

<https://www.thecdi.net/New-Careers-Framework-2015>

Careers Guidance and access for education and training providers

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

Careers strategy: making the most of everyone's skills and talents

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>