

Policy-Reviewed: November 2017 Date of next review: November 2018

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY (CEIAG)

Context

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Careers guidance must include information on all options available in respect of 16- 18 education or training, including apprenticeships and other work-based education and training options.

Mar 2015, the Department of Education Statutory Guidance includes how Schools/Academies need to include Work Related Learning as part of the CEIAG programme.

The National Curriculum in England Key stages 1 and 2 Framework document revised in 2015 states that Primary educations should:

The Leigh Academies Trust CEIAG policy adheres to the CDI Framework (Career Development Institute) and manages it's career learning in line with the Gatsby benchmarks.

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities of later life.

Careers Education helps all young people develop the knowledge, confidence and skills they need to make well informed, considered choices and plans that enable them to progress into further learning and work. Careers education and work-related learning are delivered within bespoke programmes and through the wider curriculum in all key stages.

Effective personalised information, advice and guidance enhances and compliments careers education and is currently available from Years 6 to Year 14. Careers Education combined with effective independent information, advice and guidance is critical to:

- Encouraging and supporting students to positively engage in their learning.
- Help students choose KS4 and KS5 options.
- Help students choose appropriate post-16 and post-18 destinations.
- Prevent (students becoming NEETs not in employment, education or training).
- Give a wider and relevant context for learning
- Supporting educational improvement by students within vulnerable groups.
- Increasing social mobility
- Assist with parents/guardians in their choice of Secondary School for their son/daughter.

- All Stakeholders have access to student entitlements on the careers section of the website.

As part of the Careers, Education, Information, Advice and Guidance policy, Leigh Academies Trust are committed to a robust work related learning policy.

Leigh Academies Trust is committed to developing strong connections with employers who will support the work related learning education within the Trust.

Aims

Working alongside the Gatsby guidelines, this policy sets out the nature and aims of careers education at all of the Leigh Academies Trust academies. The aims of outstanding, impartial careers education may be summarised as follows:

- To empower students/parents/guardians to plan and manage their own futures.
- To respond to the needs of each student.
- To support the progress of students at all levels of their education.
- To provide comprehensive, information and advice.
- To raise aspirations.
- To actively promote equality of opportunity.
- To challenge stereotypes.
- Symbiotic working relationship with Primary/Secondary academies.

Intended outcomes

Leigh Academies Trust is committed to raising aspirations and maximising the benefits for every student in the development of a whole Trust approach to CEIAG by providing a planned programme of activities both in and outside of the curriculum, which includes work related learning opportunities.

Leigh Academies Trust is committed to providing:

- a comprehensive Careers Education programme with clear learning outcomes;
- access to independent and impartial guidance for all students;
- a partnership approach to CEIAG provision;
- assistance for all students to make a successful transition into further/higher education, employment, or training; and
- a high quality CEIAG programme validated by the Investors in Careers quality award.

Delivery

Leigh Academies Trust Inclusive Services Development Plan identifies the need for the delivery of independent, impartial careers information, advice and guidance for all students in accordance with statutory guidance.

Careers education and work related learning form a significant part of Personal, Social and Health Education and Spiritual in Secondary and Moral, Social and Cultural Curriculum within Primary as well as an integral part of the whole academy curriculum. Leigh Academies Trust is committed to the delivery of a comprehensive careers programme that meets the needs of all students, which is included within formalised schemes of work mapped to the National Careers Framework 7-19 (2010) as well as the Gatsby Guidelines and the [CDI What is CDI?] framework.

In addition, tutorial programmes will support the development of self-awareness, opportunity awareness, and the ability to access and interpret information, decision-making skills, and transition. The careers programme includes: formalised lessons, tutorial support, workshops, one-to-one and group work, access to external speakers, updates on apprenticeships and other training opportunities and information about external organisations. It may include trips and visits, i.e. to higher education establishments and other opportunities as they arise.

The role of Careers Advisers within Leigh Academies Trust is to deliver impartial, independent advice and guidance to students of all ages in the Trust academies. The Careers Advisers in conjunction with the nominated lead at each academy are responsible for:

1. The delivery of careers education and work related learning programmes
2. The co-ordination of appropriate independent and impartial information advice and guidance in all key stages.
3. Liaison with students, tutors, parents, leadership teams and governors in relation to CEIAG.
4. The collation, monitoring and reporting of destinations data to Academic Standards.
5. The development and maintenance of careers websites across the Trust
6. The co-ordination and evaluation of events and the contributions of outside agencies to ensure the career education aims are met.
7. The organisation of visits to Secondary Schools, local colleges, work-based education and training providers.
8. The sourcing and maintenance of effective collections of published material, including School prospectus', training provider prospectuses, and computer based resources, to assist students/parents/guardians in making informed career choices.
9. Liaison with Directors of Learning for Post 16 in relation to supporting students in making Higher and Further Education related decisions, UCAS applications and for those considering employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.
10. Keeping up-to-date with developments in relation to CEIAG.
11. The development of a tracking and referral system.
12. Careers information, advice and guidance are a whole academy activity – every member of staff, when approached, should respond with appropriate guidance and support.
13. The academies will, as far as possible, have access to a careers event each year, targeted at specific year groups to which local employers and further education

providers will be invited. Links with local and national employers and their organisations will be pursued in order to enhance the careers information, advice and guidance, which is available to students.

14. Supporting expansion of the supported Internship programme where appropriate.

Working within Leigh Academies Trust, Working with Business programme, the work of Careers Advisers is integral to promoting enhanced links between each academy and businesses. Careers Advisers will:

- promote links with national and local employers to create and deliver work related learning programmes;
- assist with the development of new business mentoring programmes and existing ones where appropriate; and
- share data and contacts with those also working within the programme.

Links with the Local Authority

The local authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 places two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- to promote the effective participation in education and training of young people covered by the duty to participate; and
- to have in place arrangements to identify those who are not participating.

The Trust academies will work with the Local Authority, including sharing information, in order to support the above. In particular, in accordance with Section 13 of the above Act, the academies will notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion.

Evaluation

The quality of careers education is monitored and evaluated by:

- the analysis of the destinations of students at the end of years 11, 12,13 in the Secondary Academies where available, information about their progress in further or higher education, training and employment;
- the analysis of year 14 destination in Academies for young people with moderate to severe learning difficulties;
- successful transition from Primary to Secondary;
- reports to Academic Standards/governors
- stakeholder surveys to include feedback from businesses; and
- independent assessment of provision at each academy via the Investors in Careers quality mark.