



CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

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Linked Policies and Practice

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

- Teaching and Learning Policy
- Equality Strategy
- CPD Policy
- Health and Safety Policy
- SHRE policy
- Assessment, Recording and Reporting Policy
- Student Support, Guidance and Welfare
- Departmental Policies and Schemes of Work
- SEND Policy
- The Baker Clause

- 1.1 LEAP Multi-Academy Trust seeks to maximise the life chances of all its young people when preparing them for life beyond school. This is summed up by the phrase “Achieving Excellence”.
- 1.2 The Trust 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.
- 1.3 Careers Education, Information, Advice and Guidance (CEIAG) Policy has an integral role to play in the achievement of these aims. Effective CEIAG:
 - empowers young people to plan and manage their own futures
 - prepares students for the next stage of learning and/or work
 - responds to individual student needs
 - provides information and advice
 - raises student aspirations
 - actively promotes equality of opportunity and challenging stereotypes.
- 1.4 CEIAG also plays an important role in motivating students and raising their aspirations, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.
- 1.5 The Trust has adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2. POLICY SCOPE

- 2.1 The policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3 and 4 and Post 16.
- 2.2 The policy has been reviewed in line with published DfE guidance (Careers Guidance and access for education and Training providers- statutory guidance. January 2023)
- 2.3 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.
- 2.4 It covers the legal duty of the Trust/its schools to ensure that a range of education and training providers can access students in Y7 to Y11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.5 The policy refers to events and opportunities in Key Stages 3, 4 and at Post 16, in all years and how these events will impact upon all students.
- 2.6 All Trust staff contribute to the delivery of the policy and are expected to give due consideration to 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.
- 2.7 It is important 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. OBJECTIVES

- 3.1 -The Careers Education, Information, Advice and Guidance policy seeks to:
 - ensure that all students across the Trust’s schools receive a stable careers program

- enable all students to learn from information provided by the career and labour market
- 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.
- ensure the CEIAG programme tailored to the individual needs of each student
- link the curriculum learning to careers learning
- provide students with a series of encounters with employers and employees
- provide students with experiences of workplace(s)
- ensure that students have a series of encounters with further and higher education
- provide each student with the opportunity to receive personal guidance.

Policy Rationale

- 3.2 LEAP MAT 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.
- 3.3 The policy is designed to ensure that all students across the Trust's schools 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
- 3.4 It includes 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.

Entitlement

- 3.5 All LEAP students, 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
 - access to 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
- 3.6 Students and parents are made aware of this entitlement through the Trust/its schools websites, and also via school assemblies at key times.
- 3.7 The Trust has adopted 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. THE CAREER GUIDANCE CEIAG CURRICULUM

4.1 LEAP MAT will deliver CEIAG in the following ways:

- through the PSHE curriculum programme, as well as via planned days of activities and planned events
- Post-16 CEIAG will be delivered through a guidance curriculum by a dedicated team of tutors, as well as via planned days of activities and planned events
- CEIAG will form an integral part of a broader programme that encompasses all aspects of personal development
- through enrichment activities and events that will include opportunities to meet employers, to explore career paths and to extend understanding of progression routes into employment
- KS4 and KS5 Students also have the opportunity to study for work- related qualifications on-site. These include BTEC / other applied programmes
- 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
- students will be exposed to CEIAG messages through assemblies and tutorial activities, along with high quality pastoral care and guidance
- Careers leaders are supported by the Careers & Enterprise Company and local careers and enterprise leaders
- LEAP schools actively seek to be matched with a Business Enterprise Adviser to support the strategic development of careers education and guidance as well as offering support to planned activities.

5. 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.
- facilitate individual development and progression, and it will be integral to processes for action planning and recording achievement.

- 5.3 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 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. 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. 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. ADDITIONAL SUPPORT FOR TARGETED STUDENTS

- 8.1 Information on students who require additional support will be made available through each school's inclusion procedures. Each School's SENDCo and DA coordinator will support with transition planning processes for students with SEND and disadvantaged students.
- 8.2 The Trust will provide for its schools to have access to a Careers Adviser to fulfil Gatsby benchmark 8. By providing independent CEIAG to students, the adviser will therefore be fully involved in the transition planning process for students with SEND, disadvantaged students and those with several identified risk of NEET indicators.

9. RESPONSIBILITIES FOR CEIAG

- 9.1 The CEIAG programme is overseen by a senior leader who line manages a postholder who works with a team of delivery colleagues including classroom teachers and form tutors. In addition, subject leaders will ensure that CEIAG is delivered appropriately to all students in their subject areas, in compliance with Gatsby benchmark 4.

There is a Link Governor with special responsibility for CEIAG.

- 9.2 The subject leader has responsibility for:

- curriculum development
- monitoring, review and evaluation
- staff development

- 9.3 The senior leader with line management responsibility for CEIAG has responsibility for Co-ordinating IAG interviews with the Careers Adviser. The senior leader and careers lead postholder, will meet with Rotherham Careers Enterprise leads who support careers education across the local authority.

9.4 There will be a dedicated team of PSHE teachers who will teach all aspects of the PSHE Curriculum including CEIAG.

10. ASSESSMENT, RECORDING AND REPORTING

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

Formative assessment or on-going qualitative feedback will 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 PSHE lessons, tutorial sessions, and careers advisor interviews where appropriate
- careers workbook activities, Career Development Plans, Personal Statements and peer assessment activities in lessons will also be assessed.

10.2 Schools will use Compass Plus to record careers based activities, to help inform termly audits.

11. TRUST RESPONSIBILITIES

11.1 The Trust/its schools have a series of statutory duties. These are:

- all registered students must receive independent careers advice in Y7-Y13
- careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- advice must cover a range of education or training options
- guidance must be in the best interests of the student
- there must be an opportunity for education and training providers to access students in Y7 – Y11 in order to inform them about approved technical qualifications or apprenticeships.
- the Trust/its schools must have clear arrangements setting out the manner in which providers will be given access to students. (See each school's separate policy alongside this overarching policy).
- the Trust 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
- LEAP Trust 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

12. TRUST & LGB RESPONSIBILITIES

12.1 The Trust will ensure that the policy is:

- based on the eight Gatsby Benchmarks
- meets the Trust/its schools' requirements
- ensures arrangements are in place to allow a range of educational and training providers to access Y7-Y13 students

12.2 The Trust's Local Governing Bodies will ensure that schools follow the Trust's Careers Education, Information and Guidance (CEIAG) policy and that it is clearly communicated to all stakeholders.

13. PROVIDER ACCESS

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

13.2 All Y7-Y13 students are entitled to:

- 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
- 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
- understand how to make applications for the full range of academic and technical courses.

13.3 Appendix 2 shows the way in which education and training providers should get in touch with the Trust/its schools in order to gain access to students and/or parents to inform them about further opportunities.

13.4 The Trust/its schools will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

14. MONITORING, EVALUATION AND REVIEW

14.1 The Chief Executive/Principals will ensure that:

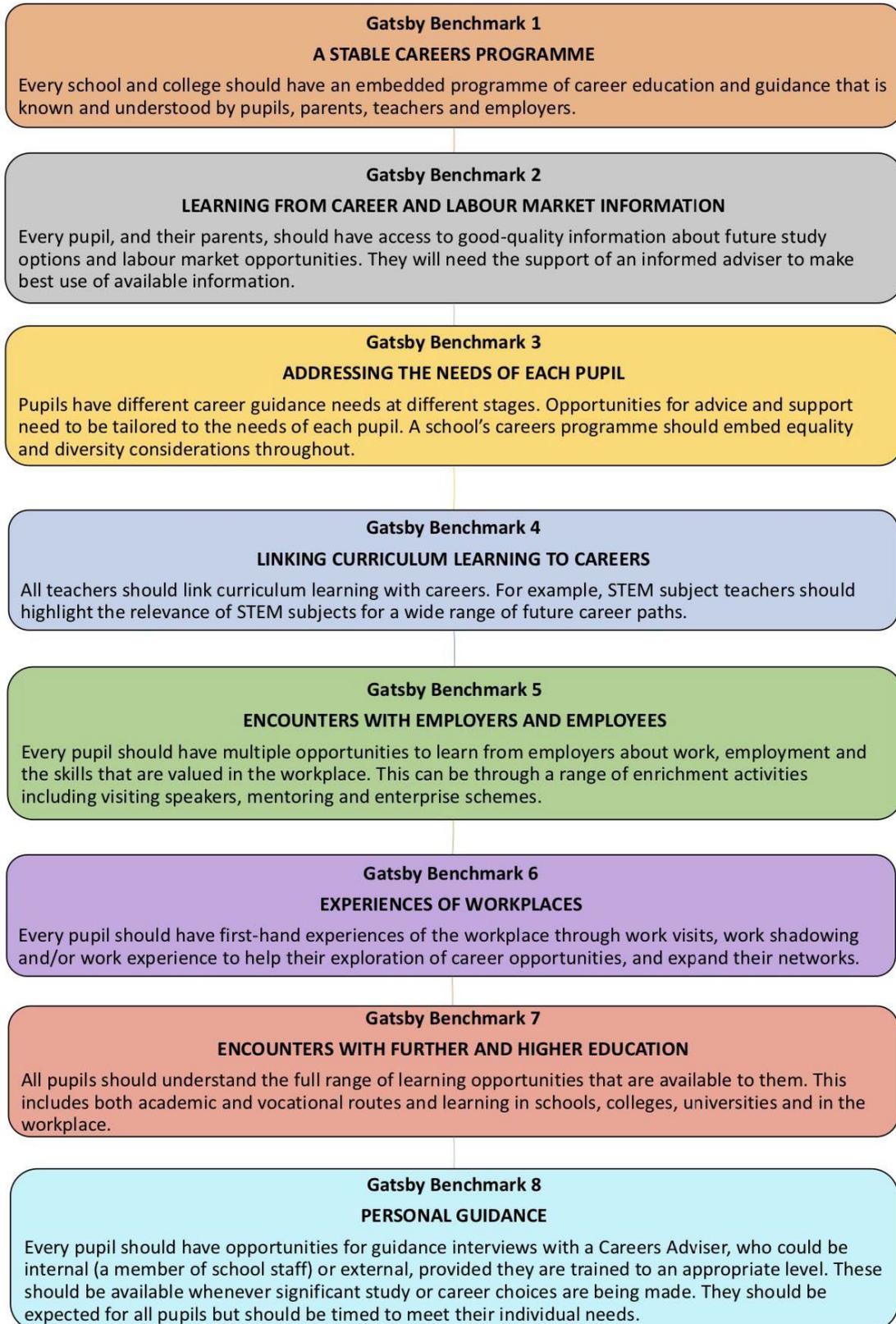
- the work of the Careers Advisor and CEIAG events is supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

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

- feedback from stakeholders
- feedback from external visitors to the Trust's schools' such as awarding organisations for the Quality in Careers Standard or Ofsted
- data on the number of students who are NEET in October having left and of the Trust's schools' 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

Appendix 1

Gatsby Benchmarks



Appendix 2

Provider Access Statement

This policy statement outlines each school's arrangements for managing the access of providers to 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.

Student entitlement

All students in years 8 to 13 are entitled:

- to 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;
- to 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;
- to understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all students.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

For information about:

- **previous providers**
- **Destinations of students**

provider access procedures and opportunities– please check the individual school website for a careers link and contact the school directly