

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

### **APPROVAL and REVIEW**

**Review date:** June 2021

**Approval needed by:** CTA Governing Body

**Adopted:** March 2017

**Policy Co-ordinator:** Director of Careers

### **Rationale**

An effective careers education and guidance programme makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned, progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

### **Commitment**

Chase Terrace Academy is committed to providing all of its students with a strong programme of careers education, information, advice and guidance. The school's work is informed by current government recommendations and other relevant guidance.

### **Aims**

- To contribute to strategies for raising achievement, especially through increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning, including higher education (HE) and further education (FE) , apprenticeships and training
- To develop enterprise and employment/employability skills
- To reduce 'Not Engaged in Education or Training' (NEET) figures and drop-out from courses in education and training
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students, through differentiating our approach
- To raise awareness of local market information and skills gaps

- To focus students on their future aspirations
- To involve parents and carers in key decisions concerning careers and progression.

The CEIAG programme will help students to:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make
- Identify any barriers to education, employment and training and, as required, signpost/refer to internal or external agencies for additional targeted support.
- Find out about different courses, what qualifications they might need and what opportunities there might be
- Develop the skills needed for working life, including looking at the positive activities or voluntary opportunities students could engage in out of school.
- Understand the requisite employability skills and those important personal and social skills required outside of the classroom.
- Make realistic, but ambitious, choices about courses and jobs and develop a plan of action for the future
- Understand the different routes after Year 11 including FE, apprenticeships and employment with training.
- Understand the different routes after Year 12 or 13, including FE, HE, apprenticeships, employment with training and 'gap years'.
- Be able to make effective applications for jobs, training, FE and HE
- Develop interview skills
- Improve their confidence and self esteem

### **Roles / responsibilities**

The lead responsibility and accountability lies with the Director of Careers, whose role is to ensure that the aims of the CTA CEIAG Policy are met. Further oversight is provided by SLT and the Governors' Curriculum, Teaching and Learning and Academic Outcomes Committee.

### **Links with other policies and the Government's careers strategy**

This policy supports, and is underpinned by, key school policies, including those relating to teaching and learning, assessment, PSHE, equal opportunities and diversity, Health and Safety, Pupil Premium and Special Educational Needs and Disabilities.

Practice is consistent with the DfE's *Careers strategy: making the most of everyone's skills and talents.*

### **Implementation of careers education**

Individualised CEIAG is provided through face-to-face, impartial careers guidance interviews with the Director of Careers, who is a level 6 qualified practitioner and further commissioned impartial careers advice, as required. CEIAG is further enhanced via activities and workshops with a wide range of external partners,



including contributions from local and national businesses, employers and professionals, FE and HE Institutions, training providers and representatives from the voluntary sector. In-house, staff offer additional support, including through the agency of form tutors and the SEND Department and through departmental activities.

Our comprehensive careers programme shows how we map to the eight Gatsby benchmarks, LEP priorities and the Association of Careers Education and Guidance (ACEG) and Career Development Institute (CDI) frameworks.

Gatsby Benchmark 4: 'Linking careers to the wider curriculum' is one of the school current priorities. Links are already embedded into several subject areas, with plans to secure a more comprehensive coverage by the end of 2021.

### **Equality and diversity**

CEIAG is provided to all students, who are encouraged to consider career paths that suit their interests, skills and strengths, avoiding the negative influence of stereotypes. All students are provided with a wide range of opportunities and diversity is celebrated.

#### **Year 6**

CTA offer careers / 'world of work' workshops to local primary schools.

#### **Year 7**

The focus is on helping students to start to consider the vast number of careers/jobs available.

#### **Year 8**

The focus is on linking plans and dreams to reality and considering how choices could impact on our future opportunities. Enterprise activities, such as 'Dragons Den' also feature.

#### **Year 9**

The focus is on course 'tasters', self-assessment, career paths and post-14 options.

#### **Year 10**

The focus is on preparation for work, employability skills and post-16 options.

#### **Year 11**

The focus is on post-16 options and the application process.

#### **Year 12 and 13**

The focus is on Post-18 options and the application process

### **Implementation of careers guidance**

Throughout their time at the school, careers guidance for students include:

- Face to face guidance and group work
- Focus weeks, including National Careers Week
- Careers and open events. [Careers Expos are held within school bi-annually (over 140 exhibitors attended in November '18)]
- Access to careers resources/software
- Dissemination of Local opportunities and vacancies.
- A wide range of academic and vocational workshops run by employers, professionals and providers - to give a greater awareness of careers, entry paths, routes, qualifications and employability skills required.
- Mock interviews in Year 10
- External visits, arranged throughout the year for different year groups

### **Support provided by the Director of Careers**

The Director of Careers:

- Attends, and is available at, careers events
- Attends the Year 6 open evening, Year 10 and 11 parents' evenings , Year 9 options evening and 6<sup>th</sup> Form Open Evening - to meet with students and parents
- Collaborates and liaises with the Head of PSHE, planning activities as part of the PSHE scheme of work.
- Plans and delivers other group work/workshop sessions, as required (e.g. for vulnerable / target groups)
- Keeps up to date with local provision and any changes to the local offer

### **Extra support**

Any student requiring additional or enhanced support is referred to the Director of Careers, throughout the year, for additional intervention, support, advice and guidance. Year 9 SEN students are offered the opportunity of a Year 9 options interview jointly conducted by the SENCO and Director of Careers. SLT, HODS and HOYS can also identify where extra support may be needed and directly refer to the Director of Careers.

### **Parents and carers**

Parental involvement is encouraged at all stages. Parents are kept up to date with careers-related information, through letters, newsletters and at parents' /open evenings. Parents are invited to their child's careers interviews.

## **Staffing**

The library staff support the administration of CEIAG. The wider school staff support as tutors and subject teachers.

## **Partnerships**

A partnership agreement is in place with our onsite employer 'Valyou Recruitment'. They support with a range of activities, work experience, job shadowing, careers events, enterprise and enrichment.

Other links with local 14-19 providers are made as required, including those for local post-16 and post-18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, messages and at options evenings and post-16 / post-18 information evenings).

As lead school in the Stoke and Staffs Careers Hub, we have strong links with the Careers and Enterprise Company, Skills Advisory Panel Board, Chamber of Commerce, Greater Birmingham and Solihull LEP, Stoke and Staffs LEP, Burntwood Town Council and 'Burntwood in Business'.

## **Resources**

Funding is allocated in the annual budget. The Director of Careers is responsible for the effective deployment of resources.

## **Staff development**

Staff training needs are identified as part of the partnership agreement process and during regular planning meetings.

## **Monitoring, review and evaluation**

- Internal careers guidance is monitored and evaluated through discussion with key staff and students and appropriate observation of activities by the Director of Careers and Head of Sixth Form.
- The CEIAG careers programme is reviewed and evaluated annually with the completion of individual Year 11 student questionnaires.
- Aspects of CEIAG are monitored and evaluated via the staff and student feedback given during the subject review process.
- When reviewing the programme, the school's Strategic Plan is used to ensure that the action fully support whole school aims.
- Data provided by the Local Authority is used to ensure that there is close tracking of leavers, destinations and any trends - including the Labour Market Information.