



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

APPROVAL and REVIEW

Approval needed by: CTA Governing Body

Adopted: September 2022

Next Review date: September 2024

Policy Co-ordinators: Mrs Carrie Cain Strategic Careers Lead and Mrs Julie Poppleton Director of Careers/Operational Careers Lead

**Rationale-** Careers education and guidance programmes make 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 are committed to providing its students with a programme of careers education, information, advice and guidance (CEIAG) for all students. The school's work is informed by current government guidelines and recommendations and other relevant guidance.

### **Aims-**

- To contribute to strategies for raising achievement, especially by increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including Higher Education and Further Education, Apprenticeships and Training
- To develop Enterprise and Employment skills
- To reduce Not Employed 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 appropriate differentiation

- To raise awareness of the Local Market Information and skills gaps •To focus students on their future aspirationsTo involve parents and carers in key decisions concerning careers and progression.

**Roles / Responsibilities and Accountability-** Responsibility and accountability lies with the SLT Strategic Careers Lead Carrie Cain and Operational Careers Lead/Director of Careers Julie Poppleton whose role it is to ensure that the aims of the CTA CEIAG policy are met with further oversight provided by SLT and the Governors' Curriculum Committee.

**Links with other Policies and School Development Plan** - This policy supports, and is underpinned by, key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, PSHE, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented provision, Pupil Premium and Special Educational Needs.

**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. 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 the Voluntary Sector. In- house, staff offer additional support through form tutors, the SEN Department, the Inclusion Team and subject departmental activities at key appropriate points throughout the academic year.

Our comprehensive careers programme shows how we map to the 8 Gatsby benchmarks and our school improvement plan ensures that we map the Gatsby Benchmarks against whole school priorities. A 7 year model journey for careers is fed into the curriculum development and offer for VI form.

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

**Equality and Diversity-** CEIAG is provided to all students who are encouraged to follow career paths and suit their interests, skills and strengths with the absence of stereotypes. All students are provided with a wide range of opportunities and diversity is celebrated.

**Year 7-** The focus is on further developing their knowledge from the workshops they may have done in primary school around careers and the world of work. The focus is to raise awareness and start to consider the vast number of careers/jobs available.

**Year 8-** The focus is on linking plans and dreams to reality for future choices

**Year 9-** The focus is on course 'tasters', self-assessment, career paths and options post 14.

**Year 10-** The focus is preparation for work and 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

### **Careers Guidance:**

The Director of Careers will provide individual and impartial interviews throughout the year. Every Year 11 student will leave having had at least one face-to-face guidance interview.

- The Director of Careers is available at Careers Events
- The Director of Careers is present at Year 6 open evening, Year 10 and 11 parents evenings, Year 9 options evenings and the 6th Form Open Evening to meet with students and parents
- The Director of Careers collaborates and liaises with the Head of PSHE in planning activities as part of the PSHE scheme of work. Examples have included Year 9 GCSE options, Post 16 options, and Post 18 options
- Director of Careers keeps up-to-date with local provision and any changes to the local offer

**Extra support where appropriate-** Any student requiring additional or enhanced support are identified and 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 Director for Student Support 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 parent/open evenings. Parents are invited to their child's careers interviews.

**Curriculum-** The Careers Programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities. Careers lessons are part of the PSHE scheme of work. Other events and activities are planned and organised separately throughout the year.

### **Partnerships-**

CTA have wide links with local 14-19 Providers who support with a range of activities, work experience, job shadowing, careers events, enterprise and enrichment including those for local Post-16 and Post-18 destinations. Links

with parents/carers are maintained using a variety of methods (Parental Leaflets, Letters, Options Evenings, Post 16 and 18 Evenings).

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

**Resources-** Funding is allocated in the annual budget.

Staff Development- Staff training needs are identified as part of our appraisal process and during regular planning meetings between the Director of Careers and their Line Manager.

### **Monitoring Review and Evaluation**

- Some aspects of CEIAG are monitored and evaluated via the staff and student feedback given during the PSHE curriculum.
- Internal Careers Guidance is monitored and evaluated through discussion with key staff and students
- The CEIAG careers programme is reviewed and evaluated annually with the completion of individual Year 11 student questionnaires.
- When reviewing the programme, the school's Strategic Plan is used to ensure that the Careers Department 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 (LMI).

### **CTA 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 signpost/refer as required 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
- Develop a plan of action for the future

- Understand the different routes after Year 11 including Further and Higher Education, Apprenticeships and Training and Employment.
- Understand the different routes after Year 12 or 13 including Further and Higher education, Apprenticeships and employment and 'gap years'.
- Be able to make effective applications for jobs, training and further and higher education
- Develop interview skills
- Be able to complete a CV and covering letter
- Improve confidence and self esteem