



Policy Title: Career Education Information, Advice and
Guidance Policy
Statutory

Drafted by:	R.Carter CEIAG Officer
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Responsible for Day to Day Management:	Vice/Assistant Principals
Responsible for Review:	Vice/Assistant Principals

UNITED ENDEAVOUR TRUST

EQUALITY CHECKED

This policy/procedure seeks to:

- ✚ Eliminate unlawful discrimination, harassment and victimisation
- ✚ Advance equality of opportunity between different groups
- ✚ Foster good relationships between groups
- ✚ Meet requirements under the Equality Duty
- ✚ Set Equality objectives which are specific and measurable



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Rationale

The role of the Careers Education and Guidance programme is to prepare our young people for the roles and responsibilities of the working world. Impartial guidance and a carefully planned programme of activities supports students in making realistic careers decisions which suit their abilities and interests and which will give them the best chance of having fulfilling careers and sustained employment throughout their working lives.

CEIAG Vision

In an ever-changing employment landscape, our careers curriculum strives to prepare our students to make a positive and sustained contribution as members of a local community and global society. Our aim is to ensure that they have the skills, knowledge and support to allow them to thrive in a competitive jobs market and make decisions about their career paths which will lead to employment or enterprise which is both fulfilling in itself and able to support their financial needs.

Our programme has been created in line with government guidelines and with the support of external agencies such as the Careers and Enterprise Company and the Department for Work and Pensions. Each school is supported by an Enterprise Advisor who also helps to shape our careers provision in line with the needs of employers.

Legislative Framework

This policy is underpinned by sections 42A and 45A of the Education Act 1997, and has regard to the DfE's statutory guidance – 'Careers guidance and inspiration in schools' – which was last updated in March 2015.

The United Endeavour Trust ensures that all registered students are provided with independent careers advice and guidance from a qualified careers advisor. This is available to all students from Y7-11.

The United Endeavour Trust will ensure that the independent careers advice provided:

1. Is impartial.
2. Is given in the best interest of the individual student, taking into account their personal needs, aspirations and abilities.
3. Consists of a wide range of information on the availability of further education and training options including apprenticeship and vocational pathways.
4. Includes up to date labour market information.

Each academy will make it clear to students that they will be required to continue to study GCSE Maths and English post-16 if they do not achieve a grade 4 or above at GCSE in these subjects.

Each academy will make it clear to students that they must remain in education or training until the age of 18, but that this does not mean that they are required to attend a college or sixth form.

Each academy will ensure that learning about the current labour market forms a significant part of the careers education programme.

Each academy will ensure that their careers programme actively challenges stereotypes and encourages students to explore a full range of realistic options (for example, female students will be encouraged to consider STEM career paths).

Each academy will ensure that both high achieving and SEND students receive the additional careers support which is appropriate to their needs.

Each academy will adhere to the contents of the Provider Access Policy and, if at all possible, allow external providers time to speak to students about what they have to offer.

Aims

- To focus students on their future aspirations.
- To raise the aspirations and achievements of our young people.
- To challenge stereotypes and support inclusion in both education and the world of work.
- To ensure that our young people have an awareness of the local and national labour markets and understand how this can help them to make sensible careers decisions.

- To reduce or maintain low NEET figures for our school leavers and to continue to support ex students with their careers needs.
- To guide our students in developing employability and enterprise skills.
- To involve parents in the careers education and support of their children.
- To ensure that students receive impartial and tailored careers guidance and support which meets their individual needs and aims to bring about the best possible outcome for the individual.
- To monitor, evaluate and improve our careers education programme regularly, using feedback from students, parents, staff and employers to guide this.

Learning Outcomes

The Trust's careers programme is designed to help students to:

- Learn about the world of work and the variety of job roles available.
- Think about how the world of work is likely to change in the future.
- Understand their strengths, interests and preferences.
- Learn effective ways of making decisions.
- Understand the full range of training and education opportunities available at 14,16 and 18.
- Be able to complete a CV and covering letter.
- Know how to search for jobs and fill in an application form.
- Develop soft skills such as listening, empathy and patience.
- Understand how to behave in a professional manner in a workplace.
- Make realistic but ambitious choices about their future career path.

Roles and Responsibilities – Careers Teams

Roles and responsibilities for the academies are as follows:

Clayton Hall Academy careers team: Caty Reid (Principal), Kerry Hulme (SLT Careers Leader)

Sir Thomas Boughey Academy careers team: Jamie Henshaw (Executive Principal), Robert Stevenson/Richard Porter (Careers Leader)

Newcastle Academy careers team: Lois Newton (Vice Principal), Sabrina Lawton (Careers Leaders)

SLT and Careers Leaders are also supported in their roles by the CEIAG Officer, Rebecca Carter, who is a level 6 qualified Careers Advice and Guidance professional. Further oversight is provided by the wider SLT and governors.

All members of the careers teams adhere to the contents of the trust CEIAG Handbook.

Roles and Responsibilities – Teaching Staff

Teaching staff are responsible for helping to implement the careers programme by:

- Including content aimed at linking careers to the curriculum (Gatsby Benchmark 4) within their lesson plans and lessons.
- Allowing students to leave their lessons for careers guidance interviews and activities.
- Helping to support careers talks, assemblies, workshops and drop down days when these activities mean that their normal teaching duties are not in place.
- Attending CPD sessions relating to the careers programme as delivered by the careers team.
- Where a member of teaching staff is also a form teacher, they will deliver any careers sessions scheduled as a part of tutor time schemes of work.
- Staff will refer students to the careers team who may benefit from additional careers guidance and support.

Staff Development

Careers team staff undertake CPD such as the Careers Leader Training recommended by the Careers and Enterprise Company. The CEIAG Officer will keep up to date with developments at local providers and in the wider labour market by attending update meetings and working closely with the Careers and Enterprise Company and DWP. The CEIAG Officer will also provide yearly staff training on the nature and purpose of the careers programme to all teaching staff.

Implementation of Careers Education

The school provides impartial careers guidance via our CEIAG Officer who is a level 6 qualified careers professional. We also work with an Entrust level 7 careers advisor who provides additional support to those students who are considered to be at risk of becoming NEET. All of the careers teams are supported by the Careers and Enterprise Company with whom academies monitor their progress against the eight Gatsby Benchmarks and strive to reach 100% completion in all eight areas. Academies work closely with the DWP to provide labour market information sessions. Local universities and Higher Horizons work with the academies to provide information on and experience of higher education. The academies also work with a range of other external agencies including Go Construct, ASK Apprenticeships, Ductu, Career Ready and Speakersforschools. Each academy works with an Enterprise Advisor who supports with workshops on employability and job seeking skills.

Each year group has a drop down day each year which is dedicated to careers provision and in addition to this, there are workshops, assemblies and trips throughout the year. The United Endeavour Trust feels it is very important that our young people have as many encounters with employers, employees and workplaces as possible in order to reduce anxiety around the world of work and educate students on the career paths available to them. All three academies mark both National Careers Week and National Apprenticeships Week with activities and sessions for all year groups. Academies work with their alumni to bring local speakers to provide inspiration to current students.

Implementation of Careers Advice and Guidance

- All students receive at least one careers guidance meeting in year 10 and another in year 11 from the Trust's CEIAG Officer, qualified to level 6.
- Students in years 7-9 can request a careers interview at any time, or be referred by staff where this is seen as appropriate.
- Students who have been excluded from school receive a careers interview as a part of their return to school.
- The CEIAG Officer is present at careers evenings, parents evenings and options evenings.
- The CEIAG Officer plans and delivers group work/workshop sessions as required.
- Students can be referred to the CEIAG Officer for additional support by teaching staff, tutors, parents or the SEND and pastoral support teams.

Resources

Each academy has a budget allocated to careers provision which is the responsibility of the Careers Team and CEIAG Officer. This is used to buy resources, travel to events, printing, online platforms and to run in house events such as mock interview evenings.

Parents and Carers

Parental involvement is encouraged at all stages. The Trust CEIAG Officer attends parents evenings. Careers information for parents is distributed via social media, letters, newsletters and email. Each academy website features a careers page for parents which details how to contact the CEIAG Officer and the support that can be offered.

Monitoring, Evaluation and Feedback

The Trust's careers programmes are evaluated and monitored as follows:

- All careers plans and policies are checked and agreed by Governors before publication.
- Feedback is sought after all events, including those to which parents are invited. This feedback comes from students, staff, parents and providers.
- The careers plan is measured against the eight Gatsby Benchmarks on a termly basis.
- Data provided by the local authority as well as the efforts of the careers teams to contact leavers is used to monitor NEET trends, application trends and drop out rates.

Exemplar Careers survey – plans for your future

This survey is intended to help you begin thinking about your career path when you leave the academy. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving academy. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary academy.

Name:		Date of birth:	
Year group:		Date:	

Careers

During what year will you complete your GCSEs?	20 _____
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

1. Job role	
What kind of job role appeals to you?	
What support and qualifications, if any, do you think you need to achieve this career path?	
2. Sixth form	
Which sixth form?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	
3. University	

What would you like to study?

What support and qualifications, if any, do you think you need to begin your chosen programme of study?

4. College

Which college?

What would you like to study?

What support and qualifications, if any, do you think you need to begin your chosen programme of study?

5. Apprenticeship

Which sector?

What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?

6. Military

Which branch?

What support and qualifications, if any, do you think you need to begin your chosen military course?

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the academy help you to develop your hobbies?

Destinations survey – plans for your future

This survey is intended to gain an insight into the career paths of students who have completed their time of study at The South Newcastle Trust. This survey will also support our academy in providing evidence for how our current careers programme has impacted on past students. Please fill in the questions below and return the survey back to the academy.

Name:		Date of birth:	
Year group:		Date:	
Address:			

1. Study	
1. Are you applying for a place at a college? (Please circle – If 'no', please go to section 2)	Yes/No
2. Have you been offered a place at a college? (Please circle)	Yes/No
3. How many offers have you received?	
4. Are the offers you have received conditional or unconditional?	1. 2. 3. 4. 5.
5. If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	Yes/No
6. Will you accept an offer? (Please circle)	Yes/No
7. If you answered 'no' to question F, why will you not be accepting an offer?	
8. What college would you like to be studying at?	

9. What is the title of the course you will be studying?	
10. Is the course full time?	Yes/No
11. What career path do you wish to pursue with your chosen programme of study?	

Careers audit

Employment related skill	Description	Was this included in my careers advice?
1. Self-management	Ability to take the responsibility for setting and achieving personal goals: 2. I can evaluate my performance in tasks. 3. I am able to accept and deal with authority. 4. I can accept feedback in a constructive manner. 5. I am able to set goals and manage my academy work and social life.	Yes/No
6. Initiative and enterprise	Ability to seek/take advantage of opportunities: 7. I can identify opportunities and act on them. 8. I am willing to take risks and learn from mistakes.	Yes/No
9. Learning	Ability to achieve new skills and/or knowledge: 10. I am open to new tasks and use knowledge to further my technical skills. 11. I can use different methods to learn new things. 12. I am able to access information on courses to further my learning.	Yes/No
13. Communication	Ability to express and understand information: 14. I can speak to a group confidently. 15. I have debated in front of a large audience. 16. I can speak and write in another language. 17. I can follow verbal instructions.	Yes/No
18. Teamwork	Ability to work effectively with others to get things done: 19. I can work with other people to sort out a problem. 20. I can work/collaborate with others on group tasks. 21. I am able to value the work of others and share resources.	Yes/No
22. Planning and organisation	Ability to coordinate and prioritise tasks and resources: 23. I am able to make decisions. 24. I can manage my time and priorities. 25. I can collect, analyse and organise information using appropriate methods. 26. I am able to organise equipment and materials needed for a task.	Yes/No

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy

Title of Policy	Career Information, Advice and Guidance Policy					
PART 1	Positive Impact – reducing inequalities					
<p>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</p> <p>All students and staff will have a consistent approach to the management of CEIAG at United Endeavour Trust schools. All students will have their needs met in respect to the administration and provision of CEIAG.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</p> <p>None</p>					
Characteristics Indicate areas of likely impact	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
D	✓	✓			✓	✓
GA	✓	✓			✓	✓
P	✓	✓			✓	✓
R	✓	✓			✓	✓
R/B	✓	✓			✓	✓
S SO	✓	✓			✓	✓
M/CP	✓	✓			✓	✓
	Records					
Name of person responsible for policy	R.Carter					
Date of EIA of Policy	9.2.22					

