



# Careers Education, Information, Advice and Guidance

## CEIAG

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<b>Responsible Officer</b>	<b>Head of Sixth Form / CEIAG Lead</b>

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# Careers Education Information Advice and Guidance Policy

## 1 Introduction

Careers education and guidance<sup>1</sup> programmes make a major contribution to prepare young people for the opportunities, responsibilities, and experiences of life. At The Ascent Academies' Trust, in line with our vision, we will ensure that students are supported to make informed realistic decisions and to choose pathways that suit their interests and abilities.

We aim to raise aspirations, challenge stereotypes, and encourage students to consider a wide range of careers. Through carefully planned careers education and guidance, it is hoped that students will be encouraged to go on to further learning including supported internships, apprenticeships or into employment. This policy will outline our commitment to excellence in line with our strategic aims and values.

The policy is reviewed against Government Statutory Guidance. Appendix 2.

## 2 Commitment

The Ascent Academies' Trust is committed to ensuring that the statutory duties related to careers education are fulfilled. We will ensure that independent guidance:

- Is presented in an impartial manner
- Includes information on the range of education and option choices
- Is given in the best interests of the young person

We will:

- Provide a well-designed and appropriate programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students in years 7 – 14 with explicit learning outcomes in line with the Career Development Institute Framework for Careers, Employability and Enterprise Education (April 2021)
- Ensure the Gatsby benchmarks are achieved and monitored regularly
- Review all CEIAG activity as part of the school SEF with particular emphasis on the student voice.
- Provide Work experience and/or work-related learning opportunities for all students as appropriate
- Ensure impartial and unbiased CEIAG is accessible by students in year 8-14 from independent qualified advisers
- Establish effective collaboration and partnership working e.g., Local Authority, Connexions Personal Advisor, Employers, Local Colleges and Training Providers, Work Placement Providers, and other partner organisations.

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<sup>1</sup>DfE Definition Appendix 1

<sup>2</sup> Updated Strategic Aims

- Seek the involvement of students' parents and carers in the further development of CEIAG work.
- Achieve and maintain the Quality in Careers Standard

The Ascent Academies' Trust endeavours to follow best practice guidance from the DfE and other expert bodies such as Careers and Enterprise Company and Northeast LEP, Ofsted, Careers Development Institute, and other published research such as the Gatsby Charitable Foundation's Benchmarks.

### **3 Aims**

#### **The Aims of the CEIAG policy are:**

- to contribute to raising achievement through high expectations of all students
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to encourage participation in further learning including supported internships, traineeships, apprenticeships and/or employment.
- to encourage participation in further learning and or employment
- to develop enterprise and employment skills
- to meet the needs of all our students through appropriate personalised programmes
- to focus students on their future aspirations
- to involve parents and carers
- to provide independent and impartial specialist careers guidance.

#### **As a student within The Ascent Academies' Trust the CEAIG programme will help you to:**

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life including work experience.
- 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 training, further education courses and employment, including apprenticeships and supported internships.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

## **4 Implementation**

### **Management**

The Deputy Head (Pastoral) in each academy has overall accountability for the quality of work-related learning and CEIAG.

### **Staffing**

All colleagues contribute to CEIAG through their roles as tutors and subject teachers.

The careers programme is planned, monitored, and evaluated by a nominated Lead in each academy.

This role will be supported through a range of other staff coordinating transitions, independent travel, volunteering and Personal Social Health Education and Citizenship (PSHEC).

## **5 Curriculum**

The careers programme includes careers education lessons, careers days, career guidance activities (group work and individual interviews with an independent Personal Advisor), information and research activities, work experience, work related learning and individual learning activities. The curriculum also links to PSHEC and established Employability Programmes.

The Careers curriculum links to the six areas of careers learning identified by the Careers Development Institute (CDI)

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the big picture

The curriculum also includes a focus on Labour Market Information (LMI) and STEM (Science, Technology, Engineering and Maths) activities.

The curriculum is key stage appropriate and will be differentiated to meet the needs of each student.

## **6 Assessment and Accreditation**

Student participation and achievement of the careers education programme will be tracked throughout their time at The Ascent Academies' Trust and reviewed each year. Key milestones to recognise achievement are built into the curriculum. Key activities are expected to be completed throughout each year.

Accredited courses are also undertaken by students which develop transferable work-related skills such as teamwork, time management and independence skills. Awards such as Duke of Edinburgh are undertaken by students in Sixth Form. Students will study accredited qualifications in addition to participating in the careers education programme. Students will contribute to the review of the CEIAG programme and related activities through an evaluation process.

## **7 Partnerships**

A service level agreement reviewed annually is in place with the local authority. Together for Children in Sunderland provide impartial CEIAG for students in Years 8-14. Links with local colleges and training providers and employers are in place. Information sessions and visits are arranged for students and parents. Well established partnerships are in place to support work placements.

## **8 Resources**

Funding is allocated in the annual budget.

## **9 Staff Development**

Senior leadership team and careers lead are responsible for the dissemination of key information to support the ongoing development of CEIAG. Staff development priorities are reviewed and planned annually and in conjunction with our 'Growing Great People' process. The quality of CEIAG will be reviewed through annual observations and teaching and learning walks. External training will be sourced where necessary to support the achievement of all Gatsby benchmarks and ensure each academy maintains 'Quality in Careers Standard'. At least one member of staff will hold or work towards accredited Level 6 units (21/22/23) in CEIAG leadership and management. CEIAG lead will attend local authority training and updates and disseminate information to colleagues.

## **10 Monitoring and Review**

CEIAG activities are monitored and evaluated annually via self-evaluation and through the use of surveys (student, parent/carer and employers) focus groups and student achievement of planned outcomes. This is used to inform future curriculum planning. The programme is reviewed annually by CEIAG Lead and the Deputy Head Pastoral. Changes and improvements to the programme are entered into the school improvement plan along with timescales for completion.

### **Role of Trustees**

Updates will be provided to the Board of Trustees via the LAB meetings and Standards Committee. Heidi Smith is the Link Trustee for CEIAG.

The Board of Trustees should:

- Provide clear advice and guidance on which school leaders can base a strategic careers plan which meets the legal or contractual requirements.
- The plan should be developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out by DFE. This plan should show how the careers programme will be implemented and how its impact will be measured.
- Ensure that independent impartial careers guidance is provided to all pupils throughout their secondary education (11- to 19-year-olds)
- Monitor progress against the Gatsby benchmark

## **Appendix 1**

Department for Education definitions.

### **Careers Guidance.**

A coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

Careers Guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff: DfE: (March 2015)

## **Appendix 2**

Careers guidance and access for education providers. Statutory guidance for governing bodies school leaders and school staff. Updated Jan 2023.

[Careers guidance and access for education and training providers - GOV.UK](https://www.gov.uk/government/guidance/careers-guidance-and-access-for-education-and-training-providers)  
([www.gov.uk](https://www.gov.uk))