

# **CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIAG)**

**and**

# **PROVIDER ACCESS POLICY**

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## **1 The Policy Statement**

### **1.1 Purpose**

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought- through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

### **1.2 Aims**

Delta Academies Trust has a statutory requirement when delivering careers education in its Academies, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programmes:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

## **2 Entitlement Statements**

### **2.1 Student entitlement**

Teachers in the academies and qualified career professionals will support students' career development in a number of ways including:

- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings,
- Drop-in sessions, enrichment activities and on results days.
- Careers information and I.T based careers programmes.
- Information and updates on notice boards, plasma screens and the academy website.
- The academy uses a tracking system to identify the needs of all students to target students who require early or additional support in their transition Students, parents/carers and academy staff can refer students for one-to-one careers support. Students can access CEIAG through one-to-one interviews, workshops and enrichment activities.

### **2.2 Parent/Carer entitlement**

Parents can access careers support for their child in a variety of ways including:

- individual meetings
- drop-in sessions, options and parents evenings and on results days
- Careers information and computer-based careers programmes, such as the Portal and National Careers Service website.
- Information and updates on the academies' website and Twitter

### **2.3 Provider entitlement**

Providers (Apprenticeship Providers, Employers, Colleges and UTCs etc.) can access students to promote their programmes in a variety of ways including:

- Careers Cafes – half termly sessions that promote particular employment sectors and the routes into those industries
- Careers & Aspirations Fair – large event where all providers can access parents and students
- Key Stage 3 and 4 Options Evenings – focused next step curriculum and career pathway events for choices at GCSE, A Level and beyond.
- CEIAG Step Up Days – Whole school careers themed events

### **2.3 Equality and Diversity**

The careers education and guidance delivery satisfies the requirements of the school's Equal Opportunities Policy. All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

## **3 Delivery of the CEIAG provision**

### **3.1 Place within the Curriculum and Tutorial Support system**

The careers curriculum has been devised following the guidance of the ACEG National Framework for all year groups in core provision and/or drop-down days. This is supplemented by the following:

- Programme of assemblies, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information by qualified careers professionals.
- On drop-down days a wide variety of companies and apprenticeship providers may also attend offering advice and guidance.
- Academies may also organize specific events for parents/carers and students to provide specialist support.

### **3.2 Monitoring and tracking of young people**

Delta Academies Trust places a responsibility on its Academies to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention.

The academy tracks:

- Intended destinations
- Supports the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- Offering individualized support to those students who are at risk of becoming NEET or become NEET.
- The academy maintains records of all CEIAG interventions and interviews.
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support.

## **4 Management of CEIAG Provision**

### **4.1 Management**

The CEIAG Programme and work experience is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents and the wider community. This area is supported by a nominated link member of the Academy Advisory Board.

#### **4.2 Staffing**

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders Learning Managers, Careers Professionals and Heads of Key Stage. Staff training is provided on a regular basis and updates are given in briefing or circulated via the VLE. Staff are provided with guidance sheets, handouts and option booklets. All staff have access to the Careers Inc Portal which includes specific information and resources.

#### **4.3 Provision of external and Independent careers guidance**

Independent and impartial careers advice and guidance is provided via qualified careers professionals, a range of CEIAG computer-based programmes and websites in addition to our links with businesses and training providers. Students are also encouraged to access the National Careers Service via a link on the academy website.

#### **4.4 Other formal and informal partnerships**

The academy has a range of formal and informal partnership arrangements including with post-16 apprenticeship providers, UTCs, colleges, employers, HE and training providers.

#### **4.5 Information resources**

A range of careers information, in a variety of formats, is provided in the Careers Hub and the Learning Resource Centre so that it is accessible to all students. Resources are managed in the academy to ensure that they are up to date and meet the needs of all students. The Careers Inc Portal also provides quality assured information, links to other approved websites and online resources are also signposted.

#### **4.6 Budget**

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchased priced materials.

#### **4.7 Staff development**

All staff should have access to a minimum of 1 hour per year through CPD time to update themselves in relation to current developments in careers pathways. Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

#### **4.8 Monitoring, review and evaluation**

A report will be submitted to the Educational Advisory Board on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental response to provision.

**Appendix A: Leadership & Management – Named Contact**

<b>Position</b>	<b>Name</b>	<b>Title</b>
AAB Member	<b>Julie Fletcher</b>	<b>Mrs</b>
Named Contact Academy Leadership Team	<b>Zoe Bidmead</b>	<b>Ms</b>
Operational Leader	<b>Elizabeth Green</b>	<b>Mrs</b>

**Appendix B: Staffing**

<b>Position</b>	<b>Name</b>	<b>Title</b>
Pastoral Leaders	<b>Chris Donnelly</b>	<b>Mrs</b>
	<b>Jane Hurley</b>	<b>Mrs</b>
	<b>Joanne Haynes</b>	<b>Mrs</b>
	<b>Lisa Bishop</b>	<b>Mrs</b>
	<b>Rachel Massarella</b>	<b>Mrs</b>
Curriculum Leaders	<b>Teshea Brigden</b>	<b>Mrs</b>
	<b>Liam Browne</b>	<b>Mr</b>
	<b>Elizabeth Green</b>	<b>Mrs</b>
	<b>Heidi Hague</b>	<b>Mrs</b>
	<b>Steve Rae</b>	<b>Mr</b>
	<b>Amanda Stockdale</b>	<b>Ms</b>

**Appendix C: Provision of External and Independent Careers Guidance**

<b>Organisation</b>	<b>Name</b>	<b>Title</b>
Careers Inc	<b>Jane Device</b>	<b>Ms</b>

**Appendix D: Other Formal & Informal Partnerships**

<b>Organisation</b>	<b>Name</b>	<b>Title</b>
Careers and Enterprise Service ONGO	<b>Jenny Vincent</b>	<b>Ms</b>
	<b>Kerry Copson</b>	<b>Ms</b>

**Appendix E: Information Resources**

<b>Organisation</b>	<b>Resource</b>	<b>Location</b>
Careers Inc.	Online Portal	Academy Website
Careers Hub / Library		Humanities Block – Careers room
Noticeboards		Located in Department Faculties

## Appendix F: Careers Education Plan

Curriculum Activities and Progression Year Group	The Big Question	Learning Outcomes (PHSE, ACEG)
Year 7	What makes me Unique? What Are My Dreams for the Future?	Begin to raise awareness of the different opportunities available after secondary education Core 3 PSHE KS3: L1, L2, L7, L8, L9, L10, L12, L14 KS3 CDI: 1, 2, 3, 4, 5, 6, 10, 11, 12, 14, 16 Careers Education Framework: 1.1-1.6, 2.1-2.3, 3.1-3.3, 4.1-4.7, 5.1-5.6, 6.1-6.4, 6.8 & 6.9
Year 8	Decisions, Decisions, decisions! What is an entrepreneur?	Build on awareness from year 7. Make appropriate option choices to facilitate Post 16 Core 3 PSHE KS3: L1, L2, L7, L8, L9, L10, L11, L12, L13, L14, L15, L16  KS3 ACEG: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16  Careers Education Framework: 1.1-1.6, 2.1-2.6, 3.1-3.6, 4.1-4.7, 5.3, 6.1-6.9
Year 9	Job Awareness What Are My Choices for KS4?	Build on previous work and explore different sectors of employment and education in further depth. Core 3 PSHE KS3: L1, L2, L7, L8, L9, L10, L11, L12, L13, L14, L15, L16  KS3 ACEG: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16  Careers Education Framework: 1.1-1.6, 2.1-2.6, 3.1-3.11, 4.1-4.7, 5.1-5.6, 6.1-6.9
Year 10	Exploring Possibilities Getting ready for Y11?	Start to prepare for Post 16 provision Core 3 PSHE KS4: L1, L2, L8, L10, L11, L12, L13, L14, L15, L16, L17, L18, L19 KS4 ACEG: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17  Careers Education Framework KS4: 1.1-1.6, 2.1-2.6, 3.1-3.6, 4.1-4.7, 5.1-5.6, 6.1-6.9

Year 11	What will I do after Y11?	<p>All year 11 have clear and appropriate next steps available to them</p> <p>Core 3PSHE KS4: L1, L2, L8, L10, L11, L12, L13, L14, L15, L16, L17, L18, L19</p> <p>KS4 ACEG: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p> <p>Careers Education Framework KS4: 1.1-1.6, 2.1-2.6, 3.1-3.6, 4.1-4.7, 5.1-5.6, 6.1-6.9</p>
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## Appendix G: Student Entitlement

### Investing in your Future

The careers education and guidance programme at a Delta Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations.

As a pupil at a Delta Academy you are entitled to a careers education and guidance programme which:

- is personal to you and always puts your interests first
- motivates and inspires you to consider all opportunities open to you within and outside a Delta Academy
- helps you to gain the skills you need to make your career ambitions a reality
- provides the support you need to be successful
- helps you access any additional support you might need
- is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
- protects and respects your personal information and shares it only with your consent
- always puts your interests first

Together with a range of career professionals, businesses and training providers we will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards and plasma screens
- The Delta Academy website



## **Appendix H: Parents Entitlement.**

### **Investing in your Son/ Daughter's Future**

Research has consistently shown that parents and carers are **the** most influential factor in students' decisions about the future. Your support and encouragement influences their choices, and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even have been invented yet!

There are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs)
- Discuss where they want to be and research how to get there (lots of great resources in the Academy and on the internet)
- Use the links on the academy website [www.theallsaints.net](http://www.theallsaints.net)
- Encourage them to seek out the advice and experiences they need to help them achieve their goals
- Help them with the steps they need to take

Together with a range of career professionals, businesses and training providers we will support your son's/daughter's career development in a number of ways including:

- Information and discussion in lessons and assemblies to help them make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities, parents and option evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards, plasma screens and websites

You are welcome to attend your child's careers meeting and we encourage you to contact your Delta Academy if you need any more help or information.

## **Appendix I: Provider Entitlement.**

This appendix sets out the Academy's arrangements for managing the access of providers to pupils at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact – *See named contact in Appendix A*  
Telephone: *Please telephone the main academy number to make contact.*

#### **Opportunities for access**

The Academy will arrange a Careers events and opportunities as part of the next step planning and setting the aspirations of our students. These days are integrated into the Academy careers

programme and will offer providers an opportunity for all external providers to come into the Academy to speak to pupils and/or their parents/carers. Details of these can be found within this policy and the careers section of the website.

We also arrange a series of Careers Cafes held at lunchtimes. These are based on Local Market Information and Employers and Provider (if appropriate to the LMI area) will be invited / request to attend these events also.

Please speak to our Careers named contact to identify the most suitable opportunity for you.

**Premises and facilities**

The Academy will make space available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub, which is managed by our Careers Professionals. The Careers Hub is available to all students at lunch and break times.