

Careers Education, Information, Advice and Guidance (CEIAG) Policy (Secondary)

September 2020

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Associated documents:
<ul style="list-style-type: none"> • Careers guidance and access for education and training providers • Careers strategy: making the most of everyone’s skills and talents (see Appendix 2)
Links to:
<ul style="list-style-type: none"> • Safeguarding and Child Protection Policy 2020 • Curriculum Policy • Relationships, Sex Education Policy

This policy is a mandatory generic Academy Transformation Trust Policy that applies to all of its schools and operating units including Academy Transformation Trust Further Education (ATTFE).

This policy is unedited from its Whole-Trust format and can be found on the Academy Transformation Trust website at www.attfe.org.uk. ATTFE adopts subsequent versions and updates in their entire form and format as they are issued or revised by the Trust.

For the purpose of clarity, the following expressions and terminology in this policy also apply to ATTFE as follows:

“Principal” shall also mean the Principal of ATTFE.

“Academy” or “School” shall also mean ATTFE.

“Local Academy Committee (LAC)”, “Governors”, “Governing body” shall also mean the governing body of ATTFE.

“Pupils”, “children”, “students” or “learners” shall also mean the 16-19 and 19+ adult learners who attend ATTFE.

“Parents” or “Carers” shall also mean the parents or carers of 16-19 ATTFE learners, and where applicable the parents or carers of adults with learning difficulties and disabilities who do not live independently.

“Teachers” shall also mean the ATTFE teachers/tutors, assessors and any other categories of teaching and tutoring staff.

“Teaching Assistants” shall also mean the classroom assistants and support assistants employed by ATTFE.

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust? Education We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operation

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of intent

We are committed to providing both independent careers guidance and a highly structured careers programme as the legal entitlement of all pupils within each of our academies. Excellent careers, information, advice and guidance prepares pupils to make appropriate choices in order to be successful in adult life. Our careers, information, advice and guidance (CEIAG) programme will enable pupils to make informed educational and careers decisions which are aspirational yet match their abilities and needs. The aims are that all pupils should:

- Encourage all pupils to be ambitious, explore their creative aspirations or broaden their horizons by climbing their own personal mountain
- Have the opportunity to undertake a variety of work-related activities and experiences (dependant on age and appropriateness)
- Understand themselves and develop their capabilities
- Understand and investigate careers and opportunities through developing information literacy
- Be aware of education, training, career options and pathways
- Make appropriate choices about their continuing education and career paths at each stage in their transition (notably the end of Key Stage 3 and throughout Key Stage 4 and Key Stage 5)
- Manage transitions to new roles and situations, and link what they learn the academy with life outside and their future steps
- Work with parents to encourage motivation and ambition
- Be constantly encouraged to be highly aspirational and to tackle stereotypical assumptions
- Have access to a cohesive Careers Education Information, Advice and Guidance programme for Year 7 through to Year 11, and Year 13 for our Post 16 pupils.
- Be aware of the local and national labour market and have access to labour market resources.
- Develop employability skills such as interview preparation, CV writing and letters/ statements of application.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation and statutory guidance, including, but not limited to:

- DfE Careers guidance and access for education and training providers 2018
- The Education Act 1997
- The Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

1.2 Where this policy refers to 'ATT' or 'our Trust', this should be taken to include any member of our Trust's staff, including governors and Trustees.

1.3 This policy relates to other policies where the aims of our pastoral curriculum are explained such as our Curriculum Policy; Relationships, Sex, Education (RSE) Policy.

2 Scope of this policy

2.1 This policy applies to all pupils at ATT academies from Year 7 to Year 11, or Year 13 where a Post 16 provision is in place.

3 Roles and Responsibilities

Our academies' Local Academy Committees (LAC) have responsibility for holding the senior leadership team to account for:

- Ensuring all pupils are provided with independent careers guidance from Year 7 to Year 13
- Ensuring that arrangements are in place to allow a range of education and training providers to access pupils
- Ensuring all pupils are able to self-refer to an independent and impartial provider of careers, education, advice, including advice on apprenticeships and technical routes as well as alternative- 16 providers
- Ensuring that no pupil is discriminated against as a result of any protected characteristics
- Ensure that the academy has a designated careers lead.

The senior leadership team is responsible for holding the careers lead to account and ensuring that:

- They are up to date with the latest developments around Careers, Education, Information, Advice and Guidance and local and national information on careers and pathways
- They understand and can articulate national and local labour and work force trends
- They are working towards a clear plan to meet all aspects of The Gatsby Benchmarks by 2021
- They are using this compass tool to evaluate the academies' offer and to work towards the Quality in Careers Standard

- They are committed to keeping up to date with all initiatives and legislation and undertaking a recognised careers advisor qualification, and working with a professional who is qualified up to Level 6
- They will work to achieve the national charter mark for CEIAG
- The CEIAG programme is reviewed and evaluated on an annual basis with pastoral teams
- There is a planned programme of advice and guidance for all pupils
- Links with further education, universities, apprenticeship provider, employers and the impartial CEIAG provider are maintained
- They contribute to our staff People Development programme so that all teachers are up to date with relevant advice and guidance and contemporary labour market information
- They review the policy and publish and up to date academy career programmes and a statement on provider access on the academy website
- They work with the academy librarian, where one is in place, to ensure that careers literature is up to date and relevant
- They ensure that Post-16 pupils are educated about the 16-19 Bursary Fund and that all young people are expected to be in education or training until the age of 18 years
- They organise workshops, assemblies, careers days and work experience relevant to the needs of all pupils
- They liaise with SENCOs (Special Educational Needs and Disabilities Coordinators) to ensure that CEIAG is appropriate for children with additional needs and that the needs of the most vulnerable pupils are met
- They liaise with DSLs (Designated Safeguarding Leads) to ensure that CEIAG is appropriate for vulnerable children, particularly those with a social worker (Child In Need, Child Protection cases) and those diagnosed with Mental Health issues.
- They analyse destination data to assess the suitability of the CEIAG programme
- They robustly track destinations to support the evaluation of the quality of the academy careers programme
- They ensure that they work to ensure the academy has a 0% NEET (Not in Employment, Education or Training) figure
- They provide appropriate information, as necessary for other agencies to support pupils in their career choices, for example, those not in education, employment or training after their GCSE examinations
- They are easily accessible for parents and carers through telephone and email (see Appendix 1)

4 Provider access

4.1 Provider access policy statement

Under Section 42B of the Education Act 1997, as of January 2018, we have a duty to provide children in Years 8-13 with access to providers of Post-14, Post-16 and Post-18 education and training. At the back of the policy, each of our academies has listed how they meet these obligations, what their CEIAG provision consists of and how they are working towards the Gatsby Benchmarks.

4.2 Access requests for providers

Any provider wishing to request access should access the careers leader at the relevant academy

(see 8.0 How to make contact). To assist providers, each academy provides a full list of CEIAG annual programme (see 9.0 What learning opportunities are available for pupils?) Speakers will expect to be

supervised in line with our Child Protection and Safeguarding policy. Providers are welcome to provide prospectuses for our Careers Library in each academy.

- Pupils who are leaving the academy at Year 11 will have guided support from a careers advisor in order to aid their transition to an alternative pathway.
- The careers advisor will keep parents informed regarding alternative Post-16 options and advice.
- All KS3 pupils will receive a careers education module within PSHE relevant to their option choices.
- Information and guidance will be provided at key points of transition; for example, GCSE options in Key Stage 3 and Post-16 options in Key Stage 4

4.3 Provider access statement

This statement sets out our academy's arrangements for managing the access of providers to pupils at the academy for the purposes 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.

4.4 Management of provider access requests

4.4.1 Opportunities for access

Our provision includes various opportunities for pupils to access a range of events. There are mainly integrated into the careers programme and curriculum (see above). Therefore, these events are delivered internally with contributions from external providers, where appropriate.

4.4.2 Procedure

A provider wishing to request access should contact the careers lead via the academy contact details available on the website. Local providers are invited to key relevant events. Our Trust's Safeguarding and Child Protection Policy sets out the academies approach to allowing providers into the academy as visitors to talk to our pupils.

5 Impact of our careers programme

We will measure the impact of our programme by considering the following: primarily our NEET figure which we aim to be 0%; the aspirations of our pupils (pupil voice); Post-16 retention (where appropriate); the number in Post-16 applying to Russell Group universities; and the retention rate at university.

6 How to make contact

Details of the Careers Lead for each academy can be found in the Careers section of the relevant academy website.

7 What learning opportunities are available for pupils?

Examples of learning opportunities are as follow: Year 7 induction, visiting speakers, university visits, careers event, CEIAG interviews, parental meetings, information evenings. **Full details of what is on offer in each academy are available in the Careers section of the relevant academy website.**

8 Record keeping and data protection

- 8.1 We maintain a record of all CEIAG activity. This includes details of each pupils' experiences linked to them receiving provision that meets the Gatsby Benchmarks linked to in Appendix 2.
- 8.2 We keep such records confidentially and securely in accordance with the Trust's Data Protection policy, which is available on the Trust's website.
- 8.3 Such records may include information held on a recording device, if its use was deemed appropriate at any stage of the process to aid communication or the recall of information.

Appendix 1 – Obtaining information

Where can pupils access careers literature?

Career information is available in the library, through relevant displays, and assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Pupils may also find the websites in Appendix 2 useful and can access information through:

- Designated careers software
- On-line organisations such as UCAS, apprenticeships.gov.uk and discoveruni.gov.uk
- Events such as options evenings, Careers and UCAS fairs.

How does the careers referral work?

- Through the form tutor and (SENCO) meetings, pastoral leads identify pupils who would benefit from early intervention in any year group. This may include pupils with lack of direction or lack of motivation; pupils with additional needs; pupils receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, pastoral leads prioritise any pupils based on their readiness to make Post-16 decisions and the support they might need throughout the Post-16 options progress.
- The outcome of all these activities allows the careers adviser to prioritise pupils for interviews; helping to ensure that pupils of all abilities can access the support they need.
- For those pupils identified as being at risk of NEET, further interventions are arranged, as appropriate, for each pupil. This support could include personalised curriculum in Key Stage 4, visits to colleges and training providers, contact with parents and carers, support from other agencies and ongoing contact as the pupil leaves the academy.

Where can pupils access careers literature?

Pupils may refer themselves for a careers meeting at any point; directly via their form tutor, a member of the pastoral team or their head of year. An appointment with the adviser will then be arranged. Pupils are made aware of the careers adviser through assemblies and the CEIAG programme. The careers lead will record action plans. Pupils will receive a copy and parents, carers and staff have the option to see this information so that they can support the process. If a pupil is or always fails to attend, an alternative time will be arranged.

Appendix 2 – Useful references

The eight Gatsby benchmarks of Good Career Guidance

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

- 1. A stable careers programme**
- 2. Learning from career and labour market information**
- 3. Addressing the needs of each pupil**
- 4. Linking curriculum learning to careers**
- 5. Encounters with employers and employees**
- 6. Experiences of workplaces**
- 7. Encounters with further and higher education**
- 8. Personal guidance**

The Career Development Institution Careers Feedback <https://www.thecdi.net/New-Careers-Framework-2015>

Careers Guidance and access for education and training providers

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-inschools>

Careers strategy: making the most of everyone's skills and talents

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyoneskills-and-talents>

Appendix 3 – ATTFE College CEIAG codicil

Vision and Values

This codicil is underpinned by our long-term vision to become the further education provider of choice amongst the local communities we serve. Our values play a key part in the work that we do in relation to CEIAG:

Achievement

Teamwork

Transformation

Flexibility

Equality

We are committed to implementing a CEIAG programme that recognizes and promotes individual achievement, encourages teamwork and supports equality. We aim to raise awareness of a range of available options, focusing on the future world of work, where there is no longer the notion of 'job for life', thereby allowing our learners to take ownership of a flexible approach to their own future. Key to the heart of our CEIAG programme is our transformative approach to delivering our programme through engagement with local businesses and education providers, ensuring that all learners are able to recognize how their skills can support and contribute to the local economy.

Statutory requirements and expectations

ATTFE College is committed to fulfilling its statutory duties in relation to the Department of Education document; Guidance: Careers guidance for college (2018), along with ensuring we deliver impartial careers guidance to all learners as set out in our funding agreements. Our CEIAG programme is set out with the intention of fulfilling the Gatsby Benchmarks which can be found in the Annexes of this codicil.

Learner entitlement

Every learner is entitled to high quality career education and guidance as part of their overall education with ATTFE College. During their course learners can expect to be invited to attend a personal guidance interview with a careers advisor, who will help them consider their next steps and guide them through making well-informed, realistic decision. All learners will also take part in a variety of activities, involving members of local businesses, further and higher education providers and apprenticeship providers, to discuss the wide range of opportunities available to them in their chosen area of study. Learners will also take part in work experience, either on- or off-site to help them enhance their employability and develop their understanding of working in their chosen industry.

Management and delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the careers programme. At ATTFE College, everyone plays a key role in ensuring the delivery of the service.

Roles and responsibilities

Careers Leader – To plan, implement and quality assure the careers policy and programme. To network with external partners and employers to enhance the service offer. To coordinate the career-related enrichment opportunities and communicate these with staff.

CEIAG Manager – To conduct personal guidance interviews with all learners at key stages during their studies. To ensure that all learners are aware of how to access advice and guidance when needed. To ensure all records of personal guidance interviews are stored securely and accessible to learners as requested. To ensure that career and labour market information is up to date and readily available to all learners.

Curriculum leaders – To ensure that their programmes of study include a wide range of opportunities to discuss career pathways, including different educational routes. To arrange suitable and relevant experiences of work to learners. To ensure all tutors are implementing the careers programme to meet the needs of learners.

Tutors – To implement the careers programme to the best of their ability, seeking guidance from the CEIAG manager and Careers Leader where needed. To embed discussions and learning about career pathways and educational options into their day-to-day teaching. To inform and encourage all learners to attend their personal guidance interviews and to actively participate in the wider careers programme.

Learners – To attend personal guidance interviews. To attend and actively participate in all opportunities offered through the careers programme. To seek advice from tutors, the CEIAG Manager or the Careers Leader when required.

Staff development

As mentioned above, all staff are expected to contribute to the career learning and development of learners in their different roles. To meet the training needs that arise from this we will continually assess through staff feedback and the quality assurance process to see where staff development opportunities may be required. Training and development will be provided by the CEIAG Manager, the Careers Leader, and where required by external parties.

Funding and resourcing

Funding for the careers programme will be acquired through external sources wherever possible, this may include transport costs from providers of events. On occasion, contributions from learners may be required for a small number of events where costs cannot be covered in their entirety from external sources or internal budgets, where this is required, these contributions will be kept to a minimum and discretionary allowances made where deemed appropriate.

In-programme CEIAG

We will ensure that all learners have access to impartial career guidance during their study programmes, from both our internal careers staff and from a range of external providers, to learn about the broad range of pathways available for them including, but not limited to; further education, higher education, apprenticeships, employment and self-employment. All learners will be invited to attend two personal guidance interviews during their programme of study with ATTFE college, these will be with our CEIAG manager. All learners are able to request further guidance interviews should they require. All learners are able to request a personal guidance interview with our Careers Leader who is Level 7 qualified and is a Registered Career Development Professional, abiding by the professional standards and code of ethics as set out by the Career Development Institute.

Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by our Careers Leader, alongside the curriculum leaders and members of the Senior Leadership Team. This will be done by ensuring good record-keeping, and through the tracking and observation of careers activities. Regular feedback groups with learners will review the short- and medium-term progress and success of the careers programme. Learner exit surveys and destination data will evaluate the longer-term success and overall effectiveness of the careers programme. We will evaluate and report on the programme annually and this will be shared and discussed with the Senior Leadership Team and the Local Academy Committee.

Stakeholders

Parents/carers – We recognise the important role that parents/carers have in the career development of our learners, and we recognise them as co-partners in supporting the development of learners' career ideas and pathways. We will therefore support parents/carers to develop their own confidence and capabilities in supporting their young people with career planning and decision making.

Employers, community partners and learning providers – We are committed to collaborative working with local employers, providers of local learning opportunities (further and higher education and apprenticeships), and the wider local community. Through engagements with all parties, our learners will become aware of their own individual contributions to society, through their skills and knowledge developed on their learning programme, and through a shared understanding and respect for equality, diversity and inclusion in the workplace and wider community.

Annexes

This policy should be read in conjunction with;

‘ATTFE College Careers programme’ for the relevant academic year, found at;

<https://attfe.org.uk/learner-life/careers-education-information-advice-and-guidance-ceiag/>

‘Provider Access Protocol’ found in Annex 1

‘Gatsby Benchmarks’ found in Annex 2

Annex 1 – Provider Access Protocol

Introduction

This policy statement sets out the college’s arrangements for managing the access of providers to learners at the college for the purpose of giving them information about the provider’s education or training offer. This ensures the College’s legal obligations.

Learner Entitlement

All learners on 16-19 programmes of study are entitled:

- To find out about a range of further and higher education qualifications and apprenticeships as part of a careers programme which provides them with information on the full range of education, training and employment options available to them at each key transition point
- To hear from a range of local and national providers about the opportunities they offer, including further education, apprenticeships and higher education – through internal and external visits, group discussions, workshops and taster events
- To understand how to make successful applications for the full range of options.

Management of provider access requests

A provider wishing to request access should contact Jayne Drury, Careers Leader:

j.drury@attfe.org.uk

Annex 2 - Gatsby Benchmarks

THE BENCHMARKS

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.