

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

This policy is applicable to all students, staff, and parents of The Wellington Academy

DOCUMENT CONTROL

Responsible position:	Approved by:
Careers Leader – Deputy Headteacher	Headteacher
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3.0	September 2021
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3 years or sooner if Statutory Guidance needs to be incorporated.	September 2024

RELATED POLICIES AND DOCUMENTS

Policy Name	Date Issued

REVISION RECORD

Date	Version	Revision Description
November 2020	2.0	Updated to reflect changes made
September 2021	3.0	Updated to reflect changes made and inclusion of Statutory Requirements

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1.0 Careers Vision

1.1 The Wellington Academy seeks to maximise the life chances of all our young students and prepare them for life beyond school and college. Through a robust and meaningful programme of opportunities and events students will become **Inquisitive** about their options, **Ambitious** to achieve their goals and become **Independent** in the pursuit of their chosen Career Path.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to the framework for Careers Education, Information, Advice and Guidance.

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three Four and Five.

2.2 The policy applies to Year 11 and Year 13 students after they finish their examinations in their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August, the policy is still applicable.

2.3 The policy has been reviewed in line with the published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges. (DfE, July 2021).

2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 All members of staff at The Wellington academy are expected to be aware of this policy and the importance of Careers Education, Information, advice & Guidance.

3.0 Objectives

3.1 The objectives of the Careers Education, Information, Advice & Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme.
- 3.1.2 To enable all student to learn from the information provided by the career and labour market.
- 3.1.3 The CEIAG programme should be individual and address the needs of each student.
- 3.1.4 To link the curriculum learning to careers learning.
- 3.1.5 To provide students with a series of encounters with employers and employees.
- 3.1.6 To provide students with experiences of workplace(s).
- 3.1.7 To ensure that students have a series of encounters with further and higher education providers.
- 3.1.8 To provide each student with the opportunity to receive personal guidance.

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered students at the school must receive independent careers advice.

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

4.1.3 This advice must cover range of education or training options.

4.1.4 This guidance must be in the best interests of the student.

4.1.5 There must be an opportunity for education and training providers to access students in order to inform them about approved technical qualifications or apprenticeships. (Section 6 of this policy)

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. (Section 6 and Appendix 2).

4.2 The school will base its career provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they are cross referenced with the objectives of this policy (Section 3).

4.3 The Wellington Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make a successful transition to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g., Ofsted).

5.0 Governor Responsibilities

5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information, Advice & Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Based on the eight Gatsby Benchmarks.

5.1.2 Meeting the School's legal requirements.

5.2 The governing body will ensure that the arrangements are in place to allow a range of educational and training providers to access to all students.

5.3 there will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Provider Access

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

6.2 All pupils are entitled:

6.2.1 To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on a full range of education and training opportunities available at each transition point.

6.2.2 To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and taster events.

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities.

6.4 The school will then work with the providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Leader/Advisor and CEIAG events are supported and monitored.

7.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as student and parent survey and Compass+.

7.2.2 Feedback from the Ascend Learning Trust (ALT) Quality Assurance Process or Ofsted.

7.2.3 The number of students who are NEET in October having left the school in the previous Summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools within the county.

7.3 The governors of the Wellington Academy will review this policy every three years or on occasion if any statutory guidance needs to be incorporated.

Appendix 1

The Gatsby Benchmarks

<p>1. A Stable Careers Programme</p>	<p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the Senior Leadership Team and has identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from Career and Labour Market Information</p>	<p>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 the available information.</p>	<p>By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the Needs of each Student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's career programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking Curriculum Learning to Careers</p>	<p>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.</p>	<p>By the age of 14, every student should have had the opportunity to learn how different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5. Encounters with Employers and Employees</p>	<p>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</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p>

	including visiting speakers, mentoring and enterprise schemes.	*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	By the age of 16 every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2

Application for Provider Access

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

Student Entitlement

All students in Years 7 – 13 are entitled:

To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.

To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, and taster events.

To understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests

A provider wishing to request access should contact Elizabeth Hatton (Careers Leader)

Telephone: 01264 405060 ext. 3902

Email: ElizabethHatton@twa.ascendlearningtrust.org.uk

Opportunities for Access

The school offers a comprehensive Careers Education, Information, Advice & Guidance programme. An overview of the programme can be seen on the school website.

Please speak to the Careers Leader to identify the most suitable opportunity for you.

The academy will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The academy will also make available ICT and other equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader so that it can be displayed in an appropriate place.