

# Careers Education Information Advice and Guidance Policy

## ***Policy Statement***

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experience of life, in order to help them make a successful transition to adulthood.

- Preparing students for the opportunities, responsibilities and experience of life.
- Supporting young people to achieve their full potential.
- Empowering young people to plan and manage their own futures.
- Providing comprehensive information on all options.
- Raising aspirations.
- Improving transitions.
- Promoting equality, diversity, social mobility and challenging stereotypes.
- Enabling young people to sustain employability and achieve personal economic wellbeing throughout their lives.

Schools have a statutory duty to ensure all registered pupils at a school are provided with independent careers guidance from Year 7 (11-12 years old) to Year 11 (15-16 year olds).

## ***Scope of this policy document***

Nova Hreod Academy is committed to career learning and development and it intends to fulfil its statutory obligations of providing an impartial service. It supports the academy's overall vision and is linked to the School Environment Plan. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and secure plan for CEIAG within the school curriculum. Current national policy documents and statutory requirements that have influenced this policy include The Gatsby Benchmarks, the DFE statutory guidance, the Ofsted guidance of inspectors, and the key features of excellence as set out by Careers England in the Quality in Careers Standard.

## **1. Objectives**

The aims of careers learning:

- Self-awareness and development through careers and work related education.
- Finding out about careers and the world of work.
- Developing skills for career management and employability.

Our CEIAG programme is designed to meet the needs of all students at Nova Hreod Academy. It is differentiated and personalised to meet the needs of key groups, including statemented students, students with Special Educational Needs, Looked After Children, students with attendance issues, traveller children and children from Black Minority and Ethnic Groups. Its aim to support transition and ensure progress through activities that are appropriate to students' stages of career learning, planning and development.

All students, parents and carers can access our services through the Parents' section ("After Nova your Child's future') of the Academy's website or via assemblies, social networking sites and letters home.

## **2. Commitment**

The Academy is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers such as local colleges, employers and other agencies.

### **2.1 Management and Staffing**

- A link governor supports the CEIAG programme (Paddy Bradley);
- A senior leader (Scott Thomas) has strategic responsibility for CEIAG, oversight of a CEIAG/LRC officer and can assist with curriculum links;
- The CEIAG/LRC officer has a separate job description which lists full responsibilities and training to be undertaken for the role;
- Other staff involved with the delivery of CEIAG include the PHSE team, who have designated lessons within the PHSE curriculum to deliver aspects of careers.
- All teachers have a responsibility to understand the connections between future choices and their work.

### **2.2 Careers Education Curriculum Provision**

There is a planned scheme of work that sets out a programme of learning experiences with learning outcomes for Year 7 to Year 11, which enable young people to:

- Develop themselves through career and work-related education;
- Learn about careers and the world of work;
- Develop career management and employability skills;
- Methods of delivery are intended to engage different learning styles and are differentiated for ability.

### **2.3 Guidance Provision**

Elements of the above will require access to individual and impartial information, advice and guidance through:

- Internal staff, external visitors and mentors;
- External sources using email, telephone, web chat and forums via websites, the National Careers Service and face to face careers guidance.

## **3. Careers Information**

We ensure that comprehensive, up-to-date web-based resources are readily available to all students, parents and staff:

- Through the careers portal on our website
- Careers library
- Post 16 Information Guide
- Desktop computer access to careers related information (including Career Pilot)
- Higher education prospectuses.
- Local college and apprenticeship provider details
- Displays

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### **4. Work related learning**

- Activities are included as part of the planned, progressive careers and work related learning scheme of work;
- Where students are located on employers' premises, we ensure that employer's liability insurance is up to date and adequate;
- In recognition of the Government's 'inspiration' agenda, employer engagement has been enhanced throughout the curriculum.

### **5. Resources and budgets**

Nova Hreod Academy will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover administrative costs, CPD opportunities and commissioning of external sources;
- Adequate staffing;
- Student and staff access to information (electronic and hardcopy);
- Designated space for individual, group and research sessions.

### **6. Partnerships**

The policy recognises the range of partners that support the CEIAG offer within our school/academy. These include:

- Liaison with post 16 providers and higher education institutions;
- Employers and training providers;
- Parents and carers;
- Business in the Community links;
- Others specific to our school/academy.

### **7. Equality and Diversity**

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

#### **Year 7**

To focus on employability skills linked with personal learning and thinking skills; familiarisation with the world of work.

#### **Year 8**

To focus on employability skills linked with personal learning and thinking skills; familiarisation with the world of work.

#### **Year 9**

To look at the routes in to work; examining the differences between examination levels and their importance.

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### Year 10

For students to tell their own story regarding progress, attainment and aspiration; linking with people's careers and how they develop. A programme of work experience reinforces these ideas.

### Year 11

Preparation for Post-16 options; including labour market information and routes into higher education. Students are to take responsibility for their own progress and achievements.

### 8. Links with other policies

This policy is closely linked with the delivery of the following policies:

- PHSE
- SEND

### 9. Monitoring, review and evaluation

Procedures for monitoring CEIAG provision include:

- Gathering feedback from students, staff and partners on how well learning outcomes are met;
- Looking at 'before' and 'after' surveys on students' plans.
- Reviewing destinations in Year 11 and following these up after 6 months;
- Discussion with senior managers and governors.

### Approvals and review

This policy is reviewed biennially in discussion with staff and external partners, when key priorities for action are identified and included in the departmental development plan and school improvement plan. This policy will be due for review in November 2021.

Signed by:

Designated Careers Lead

Date:

Approved by:

Chair of the Governing Body

Date: