



Holyhead

Teach What Matters

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

Summer 2021

Review date: Summer 2021
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Ratified: Full Governors
To be reviewed: Summer 2022
Policy Lead: S Jones

Careers Education, Information, Advice and Guidance (CEIAG)

1. Introduction

The career choice of our students reflects the progress they make in learning and work. Holyhead's vision is that all students will have access to first class information, advice and guidance to enable them to access the very best opportunities. It is part of the vision and mission of the school that all learners need a planned programme of activities to help them choose Year 8-13 pathways that are right for them to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives. The programme will therefore leave students challenged, prepared and encouraged to succeed.

1.1 Policy context

Holyhead recognises that it has a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations, 2017 Technical and Further education Act) and to give learners access to impartial careers information, education and guidance (1997 Education Act, 2008 Education and Skills Act, 2011 Education Act) and as delineated within the 8 Gatsby Benchmarks referred to in the statutory guidance issued by the Department for Education (January 2018).

Holyhead is committed to providing a planned programme of impartial careers education and information, advice and guidance (CEIAG) for all learners 7-13, in partnership with other RSA schools and specialist providers. The RSA Commitments includes the aims of linking curriculum learning with careers, with all pupils in every year having the opportunity to learn how the different subjects across the curriculum are applicable to the world of work as well as building partnerships with educational and employment providers, enabling students to have multiple opportunities to learn what they will need to do to prepare for the world beyond school.

Holyhead also commits to providing targeted support for learners with additional needs ensuring all have experiences in different contexts, such as work visits, work shadowing and/or work experience and experiences with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. Students with an EHCP will have access to the independent careers adviser for scheduled careers interviews from year 9 onward and all other students with additional needs will benefit from small group presentation of their options and support with applications for transition. Parents

will be invited to attend careers interviews and transition review meetings. Mentoring programmes will allow students to gain confidence in building and practising employability skills as well as undertaking suitable taster opportunities.

Students identified as potential NEET will be targeted for intervention from year 10 and will benefit from targeted applications workshops where they meet with apprenticeship and FE providers.

Holyhead endeavours to follow best practice guidance from the careers profession, employers, expert bodies such as Ofsted and from Government departments. Holyhead will complete the Prospects Quality in Careers Award by end of 2020 in order to ensure provision and monitoring of best practice.

This policy was developed and is reviewed annually in discussion with teaching staff, learners, parents, governors, advisory staff and other external partners. CEIAG is supported by a Link Governor.

A number of other policies are linked to the CEIAG policy including the

- Behaviour Management Policy
- SEND Information Report and Policy
- Provider Access Policy

2. Objectives

2.1 To meet the needs of our learners (Gatsby Benchmark 1, 3)

The careers programme is designed to meet the needs of the students at Holyhead.

Activities are differentiated and personalised to ensure progression in their career learning and development and to strengthen their motivation, aspirations and attainment at school.

2.2 To provide the CEIAG Entitlement for all students (Gatsby 2, 3, 4, 8)

Learners are entitled to CEIAG which meets professional standards of practice, delivered by trained staff and which is person-centred, impartial and confidential. Activities are embedded into the curriculum and based on a partnership with students and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity as well as provide access to up to date labour market information and individual guidance.

3. Implementation

3.1 Management

The Director of Careers Education will manage and co-ordinate the careers programme and is accountable to the Associate Vice Principal - Data Manager and the wider Leadership Team.

3.2 Staffing (Gatsby 2, 4)

All staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Director of Careers Education and the Associate Vice Principal - Data Manager in consultation with the Senior Leadership Team. Careers information is available in the CEIAG room which is maintained by the Director of Careers Education.

3.3 Curriculum

The careers programme includes careers education sessions, careers guidance activities (e.g. group work and individual interviews, information and research activities (using bespoke commercial careers packages), work related learning (including work experience, actual and/or virtual) (**Gatsby 6**) and individual progression planning. Other focused events e.g. careers fairs, Year Group Careers Days, visits by and to employers will all be delivered at appropriate times in the curriculum and students are actively involved in the planning, delivery and evaluation of activities. (**Gatsby 1, 2, 5, 7**)

3.4 Assessment and Accreditation

The intended careers learning outcomes for learners are based on the careers statutory duty to provide careers education in Years 7-13 and are assessed using assessment for learning (AfL) techniques. Various careers programmes are delivered by tutors covering a range of topics designed to inform decision making post Holyhead by providing access to a wide range of impartial sources including Launchyourcareer.com and Unifrog.

3.5 Partnerships

An annual Partnership agreement is negotiated between the school and other designated impartial, unbiased IAG providers such as Birmingham Careers Service which identifies the contributions to the programme that each will make. There is also an annual licence with Unifrog. Other links are continually being developed e.g. with local employers and opportunity providers. (**Gatsby 3, 8**)

3.6 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. It appears on the School Improvement Plan and the Director of Careers Education is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

4. Staff Development

Staff training needs are identified in conjunction with the Senior Leadership Team. The school endeavours to meet training needs within a reasonable period of time.

5. Monitoring, Review and Evaluation

The Partnership Agreement with designated impartial, unbiased IAG providers will be reviewed termly. The programme is reviewed annually by the Director of Careers Education and the Senior Leadership Team, encompassing student voice and parents views. The Quality in Careers Award and COMPASS Tool will be used as a benchmark to identify areas for improvement. A report will be submitted to the Senior Leadership Team and Governors. Evaluation of other aspects of CEIAG will be undertaken regularly. The Governing Body oversees arrangements for CEIAG through the Quality & Standards Committee.

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The report found 8 benchmarks of best practice, which are now more commonly known as 'The Gatsby Benchmarks.' They are:

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