The Heys School

POLICY NAME: Careers Education, Information, advice and guidance (CEIAG)

ADOPTED: January 2025

REVIEW PERIOD: Annual

REVIEWER:

The Rowan Learning Trust

Policy Document Version Control

Responsibility for Policy:	*Rebekah Farrington-Evans*
Policy approval/date:	*January 2025*
Frequency of Review:	*Annual*
Next Review date:	*January 2026*
Related Policies:	*Provider Access Policy Statement*
Minor Revisions:	*Staffing paragraph – form tutors year 8-11* *Access to careers guidance – library to media suite* *Careers events – updated* *Updated link to DFE guidance*
Major changes	*Statutory Requirements – whole paragraph updated to latest statutory requirements*
Full re-write	

Statement of Policy for Careers Education, Information & Guidance

RATIONALE

Definitions

Careers Education: helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.

Careers Advice Information and Guidance: enables young people to use the knowledge and skills they develop to make decisions about learning and work that are right for them.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the careers page of the school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the careers page of the school website.

Vision for Careers Information & Guidance for our students

At The Heys School we wish to be at the forefront of good practice. Below are the key aspirations to achieving that recognition.

1. Individual students should be signposted to different careers activities at the relevant stages of their development and decision-making. In other words, a students' needs-led service.

2. That such career's guidance has a well understood structure, is well-coordinated and reviewed, so that its quality and impact can be determined. This includes that effective use of data is made to match pupil destination.

3. That The Heys School develops amongst its staff the key skills and expertise to deliver a comprehensive service along with its relevant partners. These should include not only organisations such as Connexions but also with employers, further educational establishments and universities. Such links will broaden students' ideas about possible future employment. Engagement with parents in this process is vital.

4. Students need to be exposed to and supported in a range of employment pathways including apprenticeships, T Levels and vocational training as well as traditional A' level routes.

5. We wish to ensure that specific sub-groups and our more vulnerable students are identified, supported and monitored and that aspirations for further education are actively and universally promoted.

6. We will use and adapt the careers action plan to ensure the roll-out of an access and entitlement model that encompasses all year groups in a graduated manner.

AIMS

The aims for CEIAG focus specifically upon:

- Ensuring statutory requirements are met
- Inspiring through alumni and other examples and role models
- Broadening aspirations and encourage students to reach their full potential
- Targeting high-quality pupil engagement with employers, looking for local partnerships and using the Careers and Enterprise Company.
- Supporting inclusion, challenging gender stereotyping and promoting quality of opportunity
- Improving educational standards through the use of relevant lessons and other studies that improve motivation and attainment of all students
- Enabling young people to make life long well informed realistic decisions
- Providing up-to-date, comprehensive information, advice and guidance
- Preparing young people for a successful working life and a role in society whereby they make a positive contribution, and receive economic benefits

Management

The Careers Lead responsible for the management and co-ordination of CEIAG. The Careers Lead liaises with the Careers team, the Connexions adviser, local colleges and educational establishments, outside agencies and manages the school's Careers Advisor. The Careers Lead determines how activities are to be monitored and evaluated; they ensure that there are opportunities for staff to undertake relevant and appropriate training and they ensure students and parents receive appropriate information, advice and guidance about careers.

Staffing

All teaching staff contribute to CEIAG Guidance through their roles as form tutors and subject teachers. Associate Staff through various means also play a vital part in facilitating a quality CEIAG experience. Tutors remain with their tutor groups from year 8 through to year 11. A strong student/tutor relationship develops which helps early identification of individual students needing in depth guidance support from the careers adviser. One to one help is also available for all students from: form tutors, subject teachers, SENCO and the senior leadership team. Students are reminded of this at key decision making points in Years 9 and 11. Any member of staff can refer a student for a career interview and students can self-refer. All staff are encouraged to seek help, assistance and advice when needed. They are kept up to date with careers related information via email, careers webpage and staff briefings. Funding for staff development is accessed through school funds.

Access to Careers Guidance

There is a Careers Area situated in the Media Suite which contains a range of materials and is accessible at breaks, lunchtime and after school. This base has been created to facilitate pupil 'drop-ins' for advice and literature as well as the open access to use on-line information. A range of software products are available for students to use. There is a dedicated page for careers on the school website for access by students, parents and carers and staff in school. In addition the government has launched the free, all-age National Careers Service. This web-based careers guidance portal provides information on careers, CV-writing and qualification options. ICT facilities are available in the Media

and ICT suites. This allows students to access the available software and interactive websites. These facilities provide opportunities for research into education, training and employment as well as provide opportunities for self-appraisal. The information is disseminated to staff through the tutorial programme.

Careers Team: used for individual interviews with all year 11s and other targeted students throughout the year. Available at Parents' Evenings/Careers Events.

Extra Support where appropriate: students in all year groups are targeted for extra help by SENCO, Pastoral staff and Careers team.

Parents' Evenings/Careers Events: Post-16 providers attend parents' evenings to compliment other Open events run by local colleges. Careers events include; National Careers Week, National Apprenticeship Week, Work Experience, Workplace Safaris, University campus visits, assemblies, lunch time support sessions, Bury College taster day, Mock Interviews, Speed Networking event, Careers Fair.

Context

The school employs Kevin Welch a careers adviser from Realistic Choices. In accordance with the amended Education Act 2011, the adviser provides some face to face advice and guidance with the aim that students get the careers information they need which is in their best interests, showing no bias or favouritism towards a particular institution, or post 16 education or learning provider. The adviser provides information, advice and guidance for vulnerable groups and effective student tracking to monitor young people who do not participate in order to meet their statutory requirements.

Face to face interviews with students will be recorded by our careers advisor using our in-house recording system. The information is shared and recorded with the student, in order to obtain an accurate and a true picture of the student's aspirations and expectations. The action plan is updated as required at each appointment. An electronic copy is also archived as well as being sent to the pupil's school email account at the end of the interview. Such information should also be available to key staff such as the SENCO who may be preparing a transitional annual review for a student in Year 11 and/or the personal adviser with responsibility for interviewing vulnerable students as part of the local authority's duty with regards to careers guidance.

The career guidance support information enables 'qualitative' data to be collected in a format that can be easily shared with appropriate colleagues and professionals as necessary. Qualitative data, whilst it includes factual information, also gives the adviser a snapshot of the young person, for example their likes and dislikes and any other concerns they may be experiencing. By collecting data for intended destinations, using both qualitative and quantitative methods provides the school with an accurate account of the students' careers aspirations. It can also be used by the school to highlight any trends; for example, a large number of students choosing a particular pathway or subject choice and any concerns with students, in order to alert a priority appointment.

Parents and carers

Parents and carers are encouraged to participate and facilitate their children's use of information, advice and guidance (IAG) by attending Options/Information evenings at all stages. Online resources will be made available through the Careers section on the School website to enable parents and carers to become more involved. Parents and carers are kept up to date with careers related information through the school website, school social media pages, newsletters, emails and at information evenings. Students are actively encouraged to discuss IAG with parents and carers. Parents and carers may also make appointments to meet the careers adviser alongside students if they wish to do so.

Parents can access the latest DfE Guidance regarding this CEIAG policy on:

Careers guidance and access for education and training providers - GOV.UK

Discrimination

According to the local authority Transition Policy students with EHCP and have a Learning Difficulty Assessment (or equivalents) are prepared to assess post-16 needs. Statements are reviewed for Learning Disability Assessment and individual Transition Plans are made for them.

The school has an equal opportunities policy; a race relations policy and a disability and discrimination policy. Students are prepared for a multi-ethnic society through the school ethos and curriculum. To ensure the school does not inadvertently discriminate the school regularly reviews and monitors practice to promote good race relations and deal with racist incidents effectively.

The careers advisor has responsibility to comply with the school's policies. They have to ensure information, advice and guidance reflects the multi-cultural nature of society through personal example, avoiding any form of discrimination and reporting incidents through agreed procedures. Written information about transition is differentiated and user friendly and using language that does not offend.

Learning Outcomes

At the end of KS3 students will have some understanding of the world of work. Teachers will consciously promote a work ethic and skills for work literacy. Participation in enterprise activities will be a requirement for all students.

At the end of KS4 students will understand how they can continue to learn and access training post 16 and where they can go for support. Students will be able to review their action plans and decide on any new steps they may wish/need to take.

Monitoring and Evaluation

Careers guidance in school is monitored and evaluated annually through discussion with key staff and students and appropriate observations and through feedback from students. The careers advisor is monitored and evaluated periodically through observation by the Careers Lead and annually by an external reviewer.

In July 2016 we achieved Stage 3 (previously 'Gold') of the IAG Award. The school will look to achieve

this again this academic year

The service level agreement with Realistic Choices is reviewed annually.

Changes and improvements to the programme are made in accordance with statutory requirements and the School Improvement focus to ensure that the careers programme is fully supporting whole school aims.

Careers provision as a whole is subject to the school's own self-evaluation, and quality assurance procedures. It is reviewed by governors through the CEIAG update and meetings between the careers link governor and careers lead to quality assure the provision.

Entitlement

Students are entitled to Information, Advice and Guidance (IAG) that is impartial. This is supported by our relationship with the Connexions adviser and our own CEIAG team. Guidance at The Heys helps students to find out about different courses, what qualifications they may need and what opportunities there might be; develop skills they may need for working life; understand themselves, their interests, likes and dislikes; make realistic choices about courses; develop a plan of action for the future; understand the different routes post 16; be able to make effective applications for training and further education and improve confidence; attend such events as are appropriate and practical. Students receive access to the Media Suite careers area; interviews with the careers adviser and subject lessons linked to careers. Students can expect to be treated equally by others; given careers information that is up to date and impartial; treated by respect by visitors in school who are part of the careers programme and given extra help if they have special needs.