

# Careers Education, Advice and Guidance (CEIAG) and Employability Policy

- a) This policy applies to all academies managed by Wootton Academy Trust (WAT)
- b) This policy was adopted by WAT in March 2018
- c) This policy was reviewed by the Curriculum and Standards Committee in **December 2020**
- d) The next review is December 2021

## 1. Introduction

This policy has been developed to underpin and support WATs CEIAG Strategic Plan in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' January 2018.

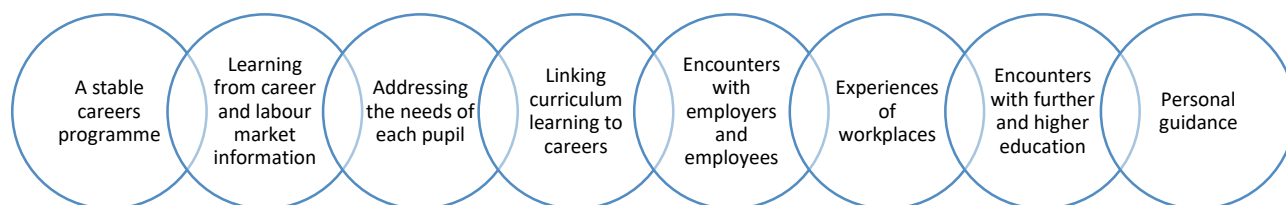
The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all students.

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for students in Year 9 – Year 13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the Gatsby Benchmark regarding personal guidance.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Continuing to hold a nationally recognised careers Quality Award, to demonstrate excellence in CEIAG which is a recommendation of the statutory guidance.
- Ensure the trust's CEIAG is aligned with the South East Midlands Local Enterprise Partnership (SEMLEP) 'Growing People' skills plan with Careers and Enterprise Company support through focus on employer engagement, relevant labour market information and provision

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:



The Trust's planned CEIAG provision reflects the CDI Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE and citizenship.

## **2. Rationale**

Careers Education, Information, Advice and Guidance across WAT should provide a foundation for students to move not only in to further education, vocational training or employment, but to the next stage of their development at citizens. We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders our aim is for every child and young person to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed.

We are committed to providing a planned programme of high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognise the important role that careers education / work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

### 3. Aims & Objectives

**Our Mission - “*The Pursuit of Excellence*” supporting all students to achieve their personal best regardless of background**

WAT seeks to provide a planned programme of CEIAG for students in partnership with Bedford Borough Council, training and HE providers, businesses, parents, alumni and other external agencies.

The trust’s ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the trust’s CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a wide range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions.

Careers education forms an integral part of the curriculum at WAT academies. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. The Trust’s aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

### 4. Leadership and Management

The Trust’s CEIAG is planned, delivered, monitored and evaluated by the Head of Careers, who is a level 7 qualified Careers Adviser in consultation with relevant staff, including:

- WUS Deputy Head of School - with overall responsibility for CEIAG across the Trust
- WAT Assistant Principal (Operations)
- WUS Assistant Principal (Pupil Premium)
- WAT PSHCE Co-ordinator
- WAT Assistant Principal SENDCO
- KC Deputy Head of College
- KC Assistant Principal (KS5 Pastoral Leader)
- WAT UCAS/Early-Entry Co-ordinator
- CEIAG Link Governors

- Form tutors and pastoral tutors
- WUS Data and Careers Administrator
- KC Careers and Work Experience Administrator

## 5. Provision

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school and college. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEN learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

### **Key Stage 3 provision:**

- Year 9 Careers Education programme delivered through PSHCE in the Guidance programme – Spring Term 1, 1 hour per week.
- Year 9 'World of Work' day supported by employers.
- Year 9 options discussions with form tutors.
- University visits.
- Opportunity for all students to request a 1:1 appointment with an external Careers Adviser.
- Guaranteed offer of a 1:1 interview with an external Careers Adviser for identified, targeted students (SEN, Pupil Premium, EAL).

### **By the end of Key Stage 3 all students will have:**

- A better understanding of the full range of 14 - 19 opportunities for progression.
- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work.
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14 - 19 phase.

### **Key Stage 4 provision:**

- Careers Education programme delivered through PSHCE in the Guidance programme – 1 hour per week. Year 10 – Summer term, Year 11 – Autumn term 1.
- Year 10 CTD x 2 'World of Work' day supported by employers and other external providers and a taster day at Kimberley College.
- Careers lectures series – delivered throughout Spring term.
- Careers and Higher Education Fair supported by employers, local training providers, universities, Bedford Borough Council and other external agencies.
- Year 10 workplace visits and a trip to the National Apprenticeship Show
- Guaranteed offer of a 1:1 appointment with an external Careers Adviser for all students with a focus on post-16 options and career management skills.

### **By the end of Key Stage 4, all students will have:**

- Enhanced their self-knowledge, career management and employability skills.
- Used online resources and other sources to investigate and explore future choices and progression routes.
- Experienced the world of work through visiting a local employer.
- Been given direct access to employers, colleges, training providers and universities.

- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.
- Been offered a 1:1 careers interview with an external Careers Adviser during key stage 4.

**Key Stage 5 provision:**

- Year 12 careers education delivered through the tutorial programme.
- Year 12 one-week long work experience placement in the Summer Term.
- Year 12 Next Steps Day x 2 focusing on UCAS/Apprenticeships/Employment/Gap Years
- Assemblies on work experience and other topics.
- Visit to UCAS Convention and 'What Career, What Uni' live.
- Careers lectures series – delivered in the subject curriculum.
- Early entry (Medicine/Dentistry/Veterinary/Oxbridge) support programme
- Degree apprenticeship support programme including mock assessment centres.
- Guaranteed offer of a 1:1 appointment with an external Careers Adviser to focus on post-18 options and career management skills.

**By the end of Stage 5 all students will have:**

- Enhanced their self-knowledge, career management and employability skills.
- Used ICT software and other sources to investigate and explore future choices and progression routes.
- Received guidance on the UCAS application procedure and degree apprenticeship recruitment processes.
- Been given direct access to employers and universities.
- Been given guidance to help identify a range of Post-18 options.
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.

**5. Resources**

A careers library is available at both Wootton Upper School and Kimberley College, located in the Careers Hub it is easily accessible to both students and staff. Materials are audited annually and replaced when necessary.

Funding is allocated in the annual budget planning round. Funding for developments in CEIAG is considered in the context of whole school priorities. Sources of external funding are actively sought. Physical resources are updated annually as well as new digital resources purchased as and when needed.

**6. Staff Development and CPD**

Staff training needs for planning and delivering the CEIAG programme are identified through staff appraisal and activities planned to meet them. Funding is accessed from the INSET budget held by the Assistant Principal with responsibility for staff development. The Head of Careers regularly attends careers meetings / networking events as well as industry specific events in order to ensure they are up to date with all industry and labour market information.

**7. Monitoring, review and evaluation**

The Head of Careers and senior leadership with responsibility for CEIAG are responsible for the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. CEIAG Link Governors are regularly updated by the Head of Careers and conduct an annual visit, reporting information back to local governing bodies. Our short annual report and more extensive 2-yearly report for CEIAG draws information from a number of sources including:

- Student, parent/carer and staff surveys
- Student focus groups
- Regular meetings with the external Careers Adviser
- Evaluation of activities as and when they happen for one off activities
- Evaluation of on-going activities at the end of the academic year
- Student feedback e.g. evaluations on careers day, work place visits etc
- Information on intended destinations for Year 11, 12 and 13 learners
- NEET, intended and actual destination data

This is then turned into a detailed improvement plan, which will be linked to the overall Trust Improvement Plan. The Head of Careers reports annually to the SLT and Local Governing Boards.

### **8. Partnerships and Service Level Agreements**

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership with the Bedford Borough Council and Hertfordshire County Council external Careers Advisers, SEMLEP, local employers, Develop EBP and Form the Future. Partnerships agreements and Service Level Agreements are reviewed annually.

### **9. Business Links**

The Trust is a member of the Careers and Enterprise Programme. Our Careers and Enterprise Company Enterprise Adviser, Paul Thompson, SEMLEP, works with us to build employer engagement and to create lasting connections between the Trust and local businesses.

The Trust has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.

### **10. Engaging Parents / Carers / Alumni**

The Trust's academies seek to engage parents / carers actively in the formulation and development of careers provision. Regular careers updates together with requests for assistance with careers events are provided through the school newsletter and other social media. A database of parents / carers / alumni able and willing to support with events and other planned activities such as work experience is maintained and updated by the Data and Careers Administrator.

Parents/carers are vital to students understanding of career choices and the decisions they make. We provide all parents/carers with up-to-date information on choices at 14+, 16+ and 18+ and arrange parents' information sessions. They are also encouraged to make appointments to talk to teachers or our external Careers Adviser to discuss individual concerns.

**11. Links to other policies**

The CEIAG policy also supports and is underpinned by the following Wootton Academy Trust policies:

- Education Visits Policy
- PSHE & Citizenship Policy
- Teaching and Learning Policy

**12. Supporting documents**

Other supporting documents are as follows:

Internal	External
CEIAG Strategy 2018-20	Careers Strategy: making the most of everyone's skills and talents – January 2018
	Careers guidance and access for education and training providers – January 2018
	Careers guidance - Guidance for further education colleges and sixth form colleges – February 2018
	Ofsted – Careers guidance in schools: Going in the right direction? (September 2013)
	Ofsted – Education Inspection Framework (September 2019)
	CDI – Careers Framework (January 2020)
	SEMLEP Skills Plan, 'Growing People'
	Gatsby – Good Career Guidance
	Education Act (2011)
	Technical and Further Education Act 2017
	PSHE Education Programme of Study (Key stage 1-5) January 2017

**13. Glossary**

- DfE            Department for Education
- HE            Higher Education
- CEIAG        Careers Information, Advice and Guidance
- PSHCE       Personal, Social, Health and Citizenship Education
- SENDCO     Special Educational Needs Co-ordinator
- SEN          Special Educational Needs
- CTD          Collapsed Timetable Day
- EAL          English as an additional language
- SEMLEP     South East Midlands Local Enterprise Partnership

## Appendix A

### Wootton Academy Trust [WAT]: Provider Access Policy Statement

#### Introduction

This policy statement sets out WAT's arrangements for managing the access of providers to children and young peoples at WAT academies for the purpose of giving them information about the provider's education or training offer. This complies with WAT's legal obligations under Section 42B of the Education Act 1997.

#### Children and young people entitlement

All children and young people in Years 9 -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 regarding technical education and apprenticeships – through options events, assemblies, careers workshops and taster events.
- To understand how to make applications for technical courses and apprenticeships.

#### Management of provider access requests

##### Procedure

A provider wishing to request access should contact Mrs Yvonne Ashby, Head of Careers.  
Telephone: 01234 767123 / 01234 762890 or by email: [yashby@wootton.beds.sch.uk](mailto:yashby@wootton.beds.sch.uk)

##### Opportunities for access

A range of events, which are integrated into the WAT careers programme, will offer providers an opportunity to come into school and college to speak to students and/or their parents. The calendar of events varies from year to year; therefore, providers need to contact the appropriate staff member named above to identify the most suitable opportunity. These events are usually calendared well in advance, so it is essential that providers contact us early in the academic year to be involved in our planning. Access to students will be granted on the understanding that the information and guidance offered by providers is related to technical courses and apprenticeship opportunities only.

WATs policy on safeguarding sets out the Trust's approach to allowing providers into its schools as visitors to talk to our students.

##### Premises and facilities

WAT will make available the main hall or classrooms for discussions between the provider and students, as appropriate to the activity. WAT schools will also make available AV and other specialist



equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Careers

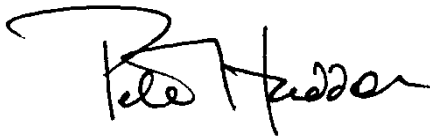
Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub, which is managed by the Head of Careers. The Careers Hub is available to all students.

**Approval and review**

Approved on December 7 2020 by WAT Curriculum and Standards Committee

Next review: December 2021

Signed on behalf of Wootton Academy Trust:



Chair of Governors



Executive Principal

## **Appendix B**

### **CEIAG Policy Amendment in light of COVID-19**

Wootton Academy Trust continues to strive towards the aim of every child and young person accessing the best possible opportunities and experiences, allowing them to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious.

In light of the on-going national response to tackle the Covid-19 pandemic, including the need for social distancing to ensure personal safety of our students, staff, external facilitators and employers, we are unable to offer some of the experiences which are referred to in this document in the 2020-21 academic year.

Individual careers guidance focussing on the specific needs of individual students to promote self-awareness and personal development will continue. The Trust's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

We are working within the newly revised Gatsby framework of good practice for 2020 to ensure students still maximise opportunities and seek to replace "face to face" events with virtual experiences wherever possible. Planning must remain fluid due to the nature of the pandemic, and practice will be under constant review.