

# Careers Education, Information, Advice & Guidance (CEIAG) Policy



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January 2026

**Responsible Directorate**

Education

# Our Trust

*These four critical questions make it clear who we are and what we do.  
We ask ourselves these questions to guide our work and our improvement.*

## Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

## How do we behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

## How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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## Statement of Intent

ATT is committed to providing both independent careers guidance and a highly structured careers programme as the legal entitlement of all pupils within each of our academies. Excellent careers, information, advice, and guidance prepares pupils to make appropriate choices to be successful in adult life. Our *Careers, Education, Information, Advice and Guidance (CEIAG) Programme* will enable pupils to make informed educational and careers decisions which are aspirational and match their abilities and needs. We aim that all pupils:

- Will receive impartial careers information, advice and guidance about a wide range of academic, vocational and technical career pathways, including apprenticeships, T levels and HTQs.
- Are provided with opportunities to undertake a variety of work-related activities and experiences (dependant on age and appropriateness)
- Understand themselves and develop their capabilities
- Understand and investigate careers and opportunities through developing information literacy
- Are aware of education, training, career options and pathways
- Make appropriate choices about their continuing education and career paths at each stage in their transition (notably the end of Key Stage 3 and throughout Key Stage 4 and Key Stage 5)
- Manage transitions to new roles and situations, and link what they learn in the academy with life outside and their future steps
- Work with their parents to encourage their motivation and ambition
- Are constantly encouraged to be highly aspirational and to tackle stereotypical assumptions
- Have access to a cohesive and progressive *Careers Education Information, Advice and Guidance Programme* for Year 7 through to Year 11, and Year 13 for our Post 16 pupils
- Are aware of the local and national labour market and have access to labour market resources
- Develop employability skills such as interview preparation, CV writing and letters/statements of application.
- Are made aware of the National Careers Service as a source of impartial information, advice and guidance.

# 1 | Legal Framework and Definitions

- 1.1 This policy has due regard to statutory legislation, including but not limited to:
- *DfE Careers Guidance and Access for Education and Training Providers (2023)*
  - *Education (Careers Guidance in Schools) Act (2022)*
  - *Skills and Post-16 Education Act (2022)*
  - *The Education Act (1997)*
  - *The Education and Skills Act (2008)*
  - *The Apprenticeships, Skills, Children and Learning Act (2009)*
  - *The Equality Act (2010)*
  - *The Children and Families Act (2014)*
  - *The Technical and Further Education Act (2017)*
- 1.2 Where this policy refers to **ATT** or **our Trust**, this should be taken to include any member of our Trust's staff, including governors and Trustees
- 1.3 This policy relates to other policies where the aims of our pastoral curriculum are explained, such as our *Curriculum Policy and Relationships, Sex, Education (RSE) Policy*.

# 2 | Scope of this Policy

- 2.1 This policy applies to all pupils at ATT academies from Year 7 to Year 11, or Year 13 where a Post 16 provision is in place.

# 3 | Roles and Responsibilities

- 3.1 Our academies' Local Governing Boards (LGBs) have responsibility for holding the Senior Leadership Team (SLT) to account for:
- Ensuring there is strategic careers plan, with a clear sense of implementation and how impact will be measured
  - Ensuring all pupils are provided with impartial and independent careers guidance from Year 7 to Year 13

- Ensuring that arrangements are in place to allow a broad range of education and training providers to access pupils, guaranteeing that the requirement of 6 meaningful encounters with providers is in place
- Ensuring all pupils can self-refer to an independent and impartial provider of careers, education, advice, including advice on apprenticeships and technical routes as well as alternative P16 providers
- Ensuring that no pupil is discriminated against as a result of any protected characteristics
- Ensuring that the academy has a designated careers lead.

### 3.2 The SLT is responsible for holding the Careers Lead to account and ensuring that:

- The careers lead has the time and resources to execute the responsibilities of their post
- They are up to date with the latest developments around *Careers, Education, Information, Advice and Guidance* and local and national information on careers and pathways
- They understand and can articulate national and local labour and work force trends
- They are working towards a clear plan to meet all aspects of *The Gatsby Benchmarks* fully
- They are using the compass and Compass+ tool to evaluate the academies' offer and to work towards the *Quality in Careers Standard*
- They are committed to keeping up to date with all initiatives and legislation and undertaking a recognised careers advisor qualification, and working with a professional who is qualified up to Level 6
- They will work to achieve the national charter mark for CEIAG
- The *CEIAG Programme* is reviewed and evaluated on an annual basis with pastoral teams
- There is a planned programme of impartial advice and guidance for all pupils including adherence with the *Baker Clause*, which was introduced as an amendment to the Technical and Further Education Act 2017 and stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.
- Links with further education, universities, apprenticeship provider, employers and the impartial CEIAG provider are maintained
- They contribute to our staff People Development programme so that all teachers are up to date with relevant advice and guidance and contemporary labour market information
- They review the policy and publish an up-to-date academy careers programme and a statement on provider access on the academy website
- They work with the academy librarian, where one is in place, to ensure that careers literature is up to date and relevant
- They ensure that post-16 pupils are educated about the 16-19 Bursary Fund and that all young people are expected to be in education or training until the age of 18 years

- They organise workshops, assemblies, careers days and work experience relevant to the needs of all pupils
- They liaise with Special Educational Needs and Disabilities Coordinators (SENCOs) to ensure that CEIAG is appropriate for children with additional needs and that the needs of the most vulnerable pupils are met
- They analyse destination data to assess the suitability of the CEIAG programme
- They robustly track destinations to support the evaluation of the quality of the academy careers programme
- They ensure that they work to ensure the academy has a 0% Not in Employment, Education or Training (NEET) figure
- They provide appropriate information, as necessary for other agencies to support pupils in their career choices, for example, those not in education, employment, or training after their GCSE examinations
- They are easily accessible for parents and carers through the academy website, telephone and email ([see Appendix 1](#)).

## 4 | Provider Access

### 4.1 Introduction

This section sets out the Trust's arrangements for managing the access of providers to pupils for the purpose of giving them information about the provider's education or training offer. This complies with the Trust's legal obligations under Section 42B of the Education Act (1997) and addresses January 2023 amendments.

### 4.2 Pupil Entitlement

All pupils in years 8 to 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
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through options events, assemblies and group discussions and taster events
- Understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 students and two encounters for year 10 to 11 students.

For pupils in year 12 to 13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- Explain the career routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- Answer questions from students

#### **4.3 Destinations of our students**

Year 11 and 13 pupils move to a range of providers after school. Destination data is available on individual Academy websites, including details of the kind of providers that pupils have progressed to (further education, apprenticeships and employment).

#### **4.4 Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it Meaningful checklist.

#### **4.5 Management of provider access requests**

The Trust policy on visitors sets out our approach to allowing providers into Academies as visitors to talk to our pupils.

Each Academy offers the six provider encounters required by law within their careers programme. Providers have multiple opportunities to come into Academies to speak to pupils and/or their parents. It may also be possible to provide online encounters. Possible opportunities to work with pupils could include:

- Assemblies
- PSHCE lessons
- Tutor sessions
- KS4 options event
- Work experience preparation
- Mock interviews
- Taster sessions
- Apprenticeship workshops
- Small group sessions



- Workshops
- Activity days

A provider wishing to request access should contact the relevant Academy Careers Lead to identify the most suitable opportunity.

Each Academy's Careers Lead can be contacted using the details listed on their website.

#### 4.6 Premises and facilities

Academies will make available the most relevant and suitable spaces for interactions between pupils and providers. Academies will also make available AV and other specialist equipment to support provider presentations as appropriate. This will all be discussed and agreed in advance of the visit with the Careers Lead or another member of Academy staff to ensure that adequate preparations are made.

Providers are welcome to leave a copy of their prospectus or other relevant literature at the Academy, which will be made available to all students to browse and learn about available opportunities.

#### 4.7 Concerns about access

If you have any concerns about your access to pupils or your experience of delivering a session, you should lodge an informal complaint with the Careers Lead, please see our complaints policy for more details.

## 5 | Impact of Our Careers Programme

- 5.1 We will measure the impact of our programme by considering the following: primarily our NEET figure which we aim to be 0%; the aspirations of our pupils (pupil voice); the views of stakeholders such as parents; applications and sustained retention in education, apprenticeships and employment.; the number of sixth form pupils applying for and maintaining a sustained destination in education, including type of university, apprenticeship and employment .

## 6 | How to Make Contact

- 6.1 Details of the Careers Lead for each academy can be found in the Careers section of the relevant academy website.

## 7 | What Learning Opportunities are Available for Pupils?

- 7.1 Examples of learning opportunities are as follows: Year 7 induction, the planned personal development curriculum, visiting speakers, university visits, careers events, CEIAG interviews, parental meetings, information evenings. **Full details of what is on offer in each academy are available in the Careers section of the relevant academy website.**

## 8 | Record Keeping and Data Protection

- 8.1 We maintain a record of all CEIAG activity. This includes details of each pupils' experiences linked to them receiving provision that meets the *Gatsby Benchmarks* linked to in [Appendix 2](#).
- 8.2 We keep such records confidentially and securely in accordance with our *Data Protection Policy*, which is available on our Trust website.

# Appendix 1 – Obtaining Information

## Where can pupils access careers literature?

Career information is available in the library, through relevant displays, and assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship, and employer information, as well as guides on job-search activities. In addition to the websites in [Appendix 2](#), pupils can access information through:

- Designated careers software
- Online organisations such as UCAS, <https://www.apprenticeships.gov.uk/>, <https://www.discoveruni.gov.uk/>
- Events such as options evenings, Careers and UCAS fairs.

## How does the careers referral work?

- Through the form tutor and SENCO meetings, pastoral leads identify pupils who would benefit from early intervention in any year group. This may include pupils with lack of direction or lack of motivation; pupils with additional needs; pupils receiving pupil premium funding; or those who have potential to become NEET.
- At the end of Year 10, pastoral leads prioritise any pupils based on their readiness to make post-16 decisions and the support they might need throughout the Post-16 options progress.
- The outcome of all these activities allows the careers adviser to prioritise pupils for interviews; helping to ensure that pupils of all abilities can access the support they need.
- For those pupils identified as being at risk of NEET, further interventions are arranged, as appropriate, for each pupil. This support could include personalised curriculum in Key Stage 4, visits to colleges and training providers, contact with parents and carers, support from other agencies and ongoing contact as the pupil leaves the academy.

## Where can pupils access the careers lead/advisor?

Pupils may refer themselves for a careers meeting at any point, directly via their form tutor, a member of the pastoral team or their head of year/house. An appointment with the adviser will then be arranged. Pupils are made aware of the careers adviser through assemblies and the CEIAG programme. The careers lead will record action plans. Pupils will receive a copy; parents, carers, and staff have the option to see this information so that they can support the process. If a pupil fails to attend, an alternative time will be arranged.

## Appendix 2 – Useful References

### [The eight Gatsby Benchmarks of Good Career Guidance](#)

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

### [Careers Guidance and Access for Education and Training Providers](#)

### [Careers Strategy: Making the Most of Everyone's Skills and Talents](#)