



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



Record of Policy Amendment/History

Version/Issue:	Author:	Date:	Reviewed/Approved by Governors:	Reason for Change:
v.1	L.Wilson/D.Jones	07.10.22		
v.1.1	S.Davies (updated)	09.05.23		Updated version of policy/new PAL legislation
V.1.2	R Jackson	11.9.23		Named co-ordinator

Contents

1. School/MAT vision	Page 3
2. Policy Scope	Page 4
3. Objectives & School Responsibilities	Page 5
4. Provider Access Information	Page 8
5. Monitoring, Evaluation and Review	Page 9



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

### **1. School/ MAT Vision**

Peak School believe that every pupil can fulfil their potential within the PEAK curriculum, making learning motivating and relevant. This will be achieved through teamwork, dedication, patience and respect. We encourage our pupils, families and others to be involved every step of the way. This vision is reflected in our Careers provision.

Esteem Multi-Academy Trust's vision includes within its core strategic aims: we will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world. As an academy school, Peak School share the Trust's beliefs in working together, enjoying learning, celebrating difference and being brave to achieve the vision.

Peak School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

The Peak Careers Programme provides students with a wide range of experiences to support progress towards their intended destination. Learning outcomes for students are based on individual plans linked to Education, Health and Social Care plans and the National Careers Framework. We are committed to evaluation through stakeholder voice, evaluation following career related learning and events and recording in student learning journals. Careers lessons are delivered using the Talentino SEND Careers at Every Level scheme of work. Accreditation at post-16 is linked to Careers and intended destination.

#### Careers Education Responsibilities:

Careers Leader – Richard Jackson  
Personal Careers Advice – Ideas4Careers  
Enterprise Coordinator - Charlotte Bushell (D2N2)  
Enterprise Adviser – Richard Lower (Tarmac)

### **2. Policy Scope**

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

The policy also applies to students after they finish their final year at Peak School and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in late July and August of that academic year, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance documents '*Careers guidance and access for education and training providers (DFE January 2023)*

Peak School and the Governing Board are aware of the revised statutory careers guidance, published in January 2023 in response to the Government's Career Strategy document, and referring to the development and publication of a careers education programme which will meet the Gatsby Benchmarks.



As part of these requirements every school is required to have a named Careers Leader. The Careers Leader at Peak School is Richard Jackson. Peak School is committed to meeting these requirements set out in the Gatsby Benchmarks:

1. A stable career 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

This policy covers the legal duty of schools to ensure that, where it is appropriate, a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

It is important that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

This policy refers to events and opportunities in all three Key Stages and in all school years 7 to 14. These events will impact upon all appropriate students at the school.

All members of staff at Peak School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

### **3. Objectives & School Responsibilities**

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- To ensure that the CEIAG programme is individual and addresses the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of relevant encounters with employers and employees
- To provide students with meaningful experiences of workplace(s)
- To ensure that appropriate students experience encounters with further education
- To provide each student with the opportunity to receive impartial personal guidance

Peak School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged



backgrounds and those with special educational needs and disabilities.

The school has a series of statutory duties: Within all pathways students can expect to:

- Access a planned programme relevant to pathway and individual need.
- Access a qualified, impartial and independent careers adviser for personalised advice and guidance.
- Recognise strengths, limitations and identify likes and dislikes.
- Access information about the world of work and opportunities within the local labour market.
- Access information about intended destination points.
- Take part in activities which challenge stereotyping and raise aspirations
- Develop skills and qualities to improve your employability and transition skills
- Help to develop financial capability skills
- Signposting to relevant up-to-date and impartial sources of careers information and advice
- Not have limitations imposed on your aspirations based upon your social, economic or ethnic background

All students will:

By the end of Key Stage 3:

- Begin to develop an awareness of individual skills, strengths and future transitions.
- Set targets and review progress in collaboration with key stakeholders
- Receive Careers information and on-going personalised support from staff
- Take part in Open Days where student and parents/carers can access information about curriculum areas and transition options.
- Be given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser.
- Access community visits linked to the Careers Futures Programme and pathway provision
- Identify support networks

By the end of Key Stage 4:

- Experience careers education, focused on individual development, labour market awareness, educational pathways and employability skills.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Devise an action plan towards career goals.
- Participate in an enterprise activity.
- Access talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have developed functional financial capability skills and experience.
- 10
- Careers Education, Information, Advice & Guidance (CEIAG) Policy 2022-23
- Have produced and reviewed a curriculum vitae.



- Have written a formal letter, e.g. covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and vocational options.
- Develop self-presentation and interview skills
- Have visited or spoken to representatives of further education institutions, such as colleges
- Have opportunities to evaluate individual achievements e.g. achievement celebrations and rewards assemblies
- Be given the opportunity to take part in a meaningful work experience placement

#### By the end of Key Stage 5:

- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- Be given the opportunity to set targets and review progress through annual review meetings and transition meeting reviews.
- Develop independent research skills for a wide range of opportunities and real - world projects
- Access life skills events including careers and employability fayres.
- Meet further education tutors, employers, and training provider representatives
- Have the opportunity to meet apprenticeship and specialist training providers
- Be given the opportunity to visit colleges of further education and meet other learners
- Have the opportunity to volunteer or take part in extended work experience
- Receive information on further education taster days, training provider vacancies and wider job opportunities
- Understand the further education and provider application process and be able to research different options and courses using online resources
- Receive information and support with financial planning for further education, work and training
- Write a personal statement for admissions into further education, training programme or job application
- Have access to information on how to apply for internships, registered volunteering or training opportunities

Where face-to-face activities are not possible, virtual activities will be used as a substitute, wherever Possible.

- Implementation of a dedicated careers section on the school website
- Undertake a Careers and Employability audit of provision to assess strengths and development points
- Review of the school's adherence to the Gatsby Benchmarks through the use of Compass +



#### 4. Provider Access Information

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 (The Baker Clause)

##### Student Entitlement

Updated provider access legislation (PAL) specifies that schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'third key phase' (year 12-14) that are mandatory for the school to put on but optional for pupils to attend.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. 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 pupils 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 what 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 pupils from the provider)
- answer questions from pupils

##### Management of Provider Access Requests

###### Access Procedure

A provider wishing to request access should contact Richard Jackson, Careers Leader, Telephone: 01663 750324; Email: [rjackson@peakschool.co.uk](mailto:rjackson@peakschool.co.uk)

##### Safeguarding and granting/denying access

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

##### Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company.



## 5. Monitoring, Evaluation and Review

The following provision is monitored, reviewed and evaluated by the Senior Leadership Team and the Careers Leader:

- Review of partnerships with external providers and services.
- Review of whole school careers events and Open Days.
- Quality assurance of Careers Education delivery.
- Feedback on the effectiveness of the CEIAG programme is sought through stakeholder voice.
- Resulting action points then feed into action plans.

This policy will be reviewed by Richard Jackson (Careers Leader) and other key stakeholders annually. At every review the policy will be approved by the governing body.