



Careers Education, Information, Advice & Guidance Policy

February 2021

Office use

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Associated documents:			
The policy supports and is underpinned by key East Leake Academy policies including those for teaching and learning, assessment, recording and reporting, equal opportunities and the Philosophy and Ethics Curriculum in Years 7,8,9 and 11. Other relevant documents include Academy Improvement Plan, full schemes of work, Safeguarding Policy, Equal Opportunities Policy and Work-Related Learning Policy.			
Links to:			
The policy takes into account the Careers Guidance and Access for Education and Training Provider's Statutory Guidance for Governing Bodies, School Leaders and School Staff (October 2018).			



Contents

1	Introduction.....	3Error! Bookmark not defined.
2	Rationale	Error! Bookmark not defined.
3	Committment	Error! Bookmark not defined.
4	Development	3
5	Objectives	4
5.1	Aims of CEIAG	4
5.2	Student Needs	4
5.3	Entitlement	4
5.4	Student Entitlement	4
5.5	Equality of Opportunity & Raising Aspirations	5
5.6	Parental Involvement	5
5.7	Partnerships	5
5.8	Statutory Guidance	5

1. Introduction

As part of Diverse Academies Trust (DAT) East Leake Academy shares the DAT Mission statement; 'We nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities, and in the lives of those who learn with us and work with us'.

2. Rationale

A young person's career is their pathway through learning to work. All young people need a planned programme of activities to help them make choices that are right for them and they need to be able to manage their careers throughout their lives. Careers education, information, advice and guidance plays a key part in helping young people identify, develop and add to their employability and learning skills throughout their school lives and beyond. Good careers education, information, advice and guidance contribute to our vision and underpin our ethos.

The policy takes into account the Careers Guidance and Access for Education and Training Provider's Statutory Guidance for Governing Bodies, School Leaders and School Staff (October 2018).

3. Commitment

East Leake Academy is committed to providing its students with a varied programme of Careers activities and events to equip and enable them to make informed decisions and choices at key transition points. The policy will be guided by the statutory requirements as published in October 2018 and also uses the Gatsby Charitable Foundation's benchmarks of good practice:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
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

At East Leake Academy (ELA), Careers Education, Information, Advice and Guidance (CEIAG) is supported by a Careers Leader with a clear 'ambition' to raise aspirations for all students. Careers education is an essential part of the entitlement curriculum and should be accessible, impartial and focused on the aspirations and needs of individual students.

A review and evaluation process will be conducted annually by the ELA review system.

4. Development

ELA endeavours to follow the Careers Development Institutes Framework for Careers, Employability and Enterprise Education (January 2020).

To secure the best chances our young people have in gaining employment and at the same time addressing the skill needs of employers in our area, we are working to the D2N2 Careers, Employability and Enterprise Framework. This framework provides the methodology by which we can significantly improve the employability and life skills of our students regardless of their academic ability or which career pathway they choose to take.

As part of our commitment to students' ongoing development, CEIAG remains part of the Academy Improvement Plan and is a key element of Objective 3. This objective states:

- 'Personal development extends beyond the expected, providing an exemplary environment for students to develop their character and make positive behaviour choices'.

East Leake Academy is working towards accreditation of its career's education, information, advice and guidance provision by achieving the Quality in Careers Standard through Career Mark. We endeavour to review and develop our practice, taking guidance from the DCSF, QCA and Ofsted.

This policy was developed and is reviewed biennially through discussions with teaching staff, the Careers Leader, students via the Student Voice Forum, parents via the Parent Forum, governors, advisory staff and other external partners.

A weekly programme of Philosophy and Ethics lessons is timetabled across Key Stage 3 and Year 11 and daily Personal Development Lessons with tutors at the start of each day. We also deliver a Personal Development drop-down session each half-term. Key Stage 5 students participate in pre-existing, weekly Enrichment sessions. CEIAG is a key thread delivered throughout all of these sessions. Subject curriculum areas also promote careers within lessons, online platforms and in facility areas. Students are also sent tasks on Unifrog which they complete as independent study.

5. Objectives

5.1 Aims of CEIAG

The overall aim of CEIAG is to enable all students to make and implement well informed and realistic decisions and successfully manage change and transition. The four main themes of the CEIAG programme are – Planning for change; decision making; self-development; and researching options.

5.2 Student needs

CEIAG is differentiated and personalised to ensure progression, through activities that are appropriate to students' stage of career learning, planning and development. professional

5.3 Entitlement

Students are entitled to CEIAG that meets standards of practice, is student-centred and impartial. It will be integrated into students' experience of the whole curriculum and is based on a partnership with students and their parents or carers. The programme will promote equality of opportunity and inclusion. In planning resources and external providers, we actively seek to ensure that the whole school community is represented and supported. Lessons within the main curriculum will also provide exposure to careers-related skills development and employment prospects, as part of the 'wider world' elements of lessons.

5.4 Student Entitlement

- Students in years 7-9 and 11 will have access to a taught curriculum of careers education as part of the Life Curriculum which meets the standards set out by the CDI careers and employability framework.
- Students in year 9 will be given specific guidance in relation to making Key Stage 4 pathways choices.
- All year 10 and 12 students will have access to one week of work experience with support from the Academy with regards to health and safety.
- All year 11 students will have access to careers guidance and support appropriate to their needs including access to impartial one-to-one guidance on request or by referral to support their post 16 transition and career decision-making.
- Students in the sixth form will have access to careers guidance and support appropriate to their needs.
- The school will provide access to up to date, unbiased information via MS Teams and Weduc.
- All students will be guided to appropriate online resources.

- All students will have access to at least five employer and/or external provider meaningful interactions during their time at ELA.

5.5 Equality of Opportunity and Raising Aspirations

The programme will actively promote equality of opportunity and inclusion. CEIAG entitlement is publicised and shared with students and parents via the Academy's dedicated careers webpage and student planners.

In addition to the core CEIAG provision, East Leake Academy aims to raise aspirations and promote inclusion for all, by challenging stereotypical views and providing a varied menu of educational visits, careers fairs, employability skills activities, work experience or work placement, information about labour market opportunities, links to further education, university and other higher education providers, aspirational speakers and apprenticeship awareness opportunities.

Our link with Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP) specifically looks at tackling educational inequalities and encouraging students to consider higher education as a real possibility.

5.6 Parental involvement

Parents are directed to view entitlement statement on the school website. Regular parent communications are sent to inform parents of events and support. Information about events are publicised using Weduc, email and social media. During parents' events, such as parent consultation evenings (during non COVID times), appropriate external providers may be available to provide support e.g. NCS stand at year 11 parents evening, NTU student finance at post 16 options evening. Specific parents' events will be offered at key times, for example Key Stage 4 progression evening, Post 18 pathways evening.

5.7 Partnerships

The academy will seek to develop active partnership which are mutually beneficial and also promote ELA's place in the community as part of the DAT academy trust. Links include CEC Enterprise Coordinator and CEC Enterprise Advisor, DANCOP, D2N2, Nottingham College, Loughborough College, East Midlands Chamber and all local universities along with a variety of local and national employers.

5.8 Statutory Guidance

The following documents have been considered in the formulation of this policy.

- Careers guidance and access for education and training providers. Published March 2015, Last updated October 2018
- Careers strategy: making the most of everyone's skills and talents Published December 2017
- Special educational needs and disability code of practice: 0 to 25 years, statutory guidance for organizations' who work with and support children and young people with special educational needs and disabilities – Published September 2014 Last updated April 2020