



HuishEpiscopi

ACADEMY PROCEDURE

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

2016 - 2018



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CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

SECTION 1

1.1 POLICY STATEMENT

INTRODUCTION

Rationale for CEIAG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of Huish Episcopi Academy that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

Commitment

Huish Episcopi Academy recognises that it has a responsibility to provide careers education in Years 7-13 and a duty to provide learners with access to impartial Careers Information, Advice and Guidance in Years 9-11 (Education Act 2011 section 42A, Part VII of the Education Act 1997). It is committed to providing a planned programme of impartial Careers Education and Information, Advice and Guidance (IAG) for all learners in Years 7-13, in partnership with local learning providers, employers, the Local Authority and others to provide extra support as required, for vulnerable learners and young people with learning difficulties and disabilities.

The Academy endeavours to follow best practice guidance from the careers profession, Matrix and other expert bodies such as Ofsted and Government departments that might appear from time to time.

Huish Episcopi Academy is committed to working with the new National Careers Service and is committed to working towards a local or national quality award for Careers Education Information Advice and Guidance.

Development

This policy was developed and is reviewed biannually in discussion with teaching and teaching support staff, learners, parents, Directors, advisory staff and other external partners (e.g. the Local Authority and the 14-19 Partnership).

Links with other policies

The policy for CEIAG supports, and is itself underpinned, by a range of key Academy policies especially those for Teaching and Learning, Assessment, Recording and Reporting achievement, citizenship, PSHE Education, Work Related Learning and enterprise, equality and diversity, Gifted and Talented, Looked After Children and Special Needs/LDD.

OBJECTIVES

Learners' needs

The careers programme is designed to meet the needs of learners at Huish Episcopi Academy. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at the Academy.

Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

IMPLEMENTATION

Management

The Careers Coordinator will coordinate the careers education programme and is responsible to the Principal. This area is supported by a link Director. Work experience is planned and implemented by the Careers Co-ordinator. Careers learning will be delivered through assemblies, parent evenings, curriculum subjects and careers events. The main delivery will be through Person Social Health Education (PSHE). To ensure that the careers education programme is accurate, up to date and meets the needs of all learners, the Careers Coordinator will work closely with the PSHE Coordinator, Special Education Needs Coordinator (SENCO), English Additional Language (EAL) Tutor and Re-engagement Coordinator to annually review and develop the careers education guidance programme.

Staffing

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by the PSHE Careers team lead by the PSHE Coordinator. The CEIAG programme is planned, monitored and evaluated by the Careers Coordinator in consultation with the Senior Leadership Team. Careers information is available in the Learning Resource Centre which is maintained by the Library Supervisor in collaboration with the Careers Coordinator.

Curriculum

The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities on the Academy virtual learning environment (Huish-i) work-related learning (including one weeks' work experience for Year 10's and 12's), and individual learning planning/portfolio activities. Careers lessons are delivered during form periods (ECT/Extra Curriculum Time). Other focused events, e.g. a further/higher education fair are provided at different times of the year. Work experience preparation, debrief and evaluation take place in PSHE careers lessons and during ECT.

Learners are involved in the planning of career learning. Their views are collected and evaluated after various PSHE careers sessions. Kirkland Rowell Surveys also capture feedback from students, parents and teaching staff.

Assessment and accreditation

The intended career learning outcomes for learners are based on Huish Episcopi Academy Careers Education Framework Years 7-13 and will be assessed by a variety of methods.

Partnerships

An annual Partnership/Service Level Agreement is negotiated between the Academy and the South Somerset 14-19 Partnership/CSW Service. This agreement outlines the contributions the Academy and the Transitions panels will make in supporting vulnerable learners making transitions into Post 16 learning and work. The Academy is establishing and developing partnerships with local 14-19 partners and employers. Where necessary, the Academy will aim to establish a partnership with an Independent Careers Guidance specialist recognised by the National Careers Service.

Resources

Funding is allocated in the annual budget planning round in the context of whole Academy priorities and particular needs in the careers education guidance area. The Careers Coordinator is responsible for the effective deployment of resources. The Academy website features access to a range of links to support the delivery of careers education and guidance.

Staff development

The Careers Coordinator; should attend regular training and local area meetings linked to CEIAG.

The Independent Careers Adviser should be qualified to a minimum Level 6 in Advice and Guidance with a specialism in careers.

The Academy will be affiliated the Institute of Careers of Guidance and works within the 'Ethical Framework Principles' and adheres to the 'Codes of Practice'. (Ref: www.icg-uk.org/code_of_ethics.html.)

The Careers Coordinator or Independent Careers Adviser will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout the Academy by way of meetings, briefings and staff training. There are annual updates and training opportunities for all Academy staff. An assessment of whole Academy staff training needs is done annually or more frequently by request. (Refer to CEIAG Section 2 2.1). Staff training needs relating to CEIAG are identified by the Careers Coordinator in conjunction with the PSHE Coordinator or by individual request. The Academy endeavours to meet training needs within a reasonable period of time.

Monitoring, review and evaluation

The Academy analyses student destination information, feedback from students, parents and carers to inform its CEG programme. The Partnership Agreement with the Connexions (Transitions Service) is reviewed annually by the Careers Coordinator, Transitions Service Manager and Personal Adviser. The Academy's Careers Education and Guidance programme is reviewed annually using the non-statutory Careers Education Framework 7-19 (2009) and local quality award to identify areas for improvement. A report is submitted to the Principal and Directors as part of an annual SEF.

Key Staff

Principal	Andrew Davis
Link Director	Under review
Careers Coordinator	Under review
PSHE Coordinator	Michele Oldershaw
Re-engagement Coordinator	-
Special Education Needs Coordinator	Judith Hills
English Additional Language Coordinator	Judith Hills
KS4 Progress Leader	Jason Short
Work Experience Coordinator	Emma Higman
Library Supervisor	Louise Caulfield
Student Council Coordinator	Andrew Brooke

1.2 STUDENT ENTITLEMENT AND ACADEMY CEIAG FRAMEWORK OF DELIVERY

Principle 1: Empowers young people to plan and manage their own futures

- 1.1 Are able to investigate opportunities for learning and work on their own
- 1.2 Are able to interpret information and to identify partiality and bias
- 1.3 Make challenging but realistic plans for their future learning and work
- 1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.5 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.6 Feedback that they have the skills that they need to plan and manage their careers

Principle 2: Responds to the needs of each learner

- 2.1 Understand what motivates them, their strengths and their learning/work preferences
- 2.2 Know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs
- 2.3 Understand the skills and qualifications that they need to pursue their ambitions
- 2.4 Have an individual learning plan (ILP) that they keep under review and update as they approach each transition
- 2.5 Influence the design and delivery of careers education/information and advice services
- 2.6 Feedback that they have received personalised support that they have needed to make informed choices

Principle 3: Provides comprehensive information and advice

- 3.1 Understand the opportunities afforded by, and are provided with easy access to:
 - the local 14-19 prospectus
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with Special Educational Needs and Disabilities) Business Link
- 3.2 Understand the full range of learning opportunities open to them within the Academy and elsewhere (including at local colleges and with work based learning providers)
- 3.3 Understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education
- 3.4 Understand the work opportunities and rewards afforded by each course/pathway

- 3.5 Understand the opportunities afforded by self-employment
- 3.6 Know how to access information about community and voluntary opportunities
- 3.7 Understand, and are able to claim, the financial support they are eligible to receive to support their learning
- 3.8 Understand the concept of labour markets
- 3.9 Are aware of opportunities within local, regional and national labour markets
- 3.10 Understand their rights and responsibilities at work
- 3.11 Feedback that they have had the information and advice that they have needed to make informed choices

Principle 4: Raises aspirations

- 4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or ‘taster’ sessions and through visits to employers, work based training providers, universities, etc.)
- 4.2 Set challenging but realistic learning and work goals
- 4.3 Understand the benefits of economic independence
- 4.4 Have positive expectations of work
- 4.5 Understand the benefits of remaining in learning (including in further education, apprenticeships, other jobs with training and higher education)
- 4.6 Recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 Feedback that they are excited by, and committed to, further learning

Principle 5: Actively promotes equality of opportunity and challenges stereotypes

- 5.1 Are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 Understand that stereotypical decision making can have financial implications
- 5.3 Consider learning and work options that are not generally associated with their school
- 5.4 Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socioeconomic background
- 5.5 Make successful transitions when they choose non-traditional opportunities
- 5.6 Feedback that they recognise, and reject, learning and work stereotypes

Principle 6: Helps young people to progress

- 6.1 Understand the relevance to their future lives of each part of the curriculum
- 6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 Understand the importance of Key Stage 4 and Post-16 subject choices on long term work and career options
- 6.4 Can follow applications procedures and prepare for interviews
- 6.5 Understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer
- 6.6 Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 Understand the Common Application Process and are able to use it as required when applying for Post-16 provision
- 6.8 Progress smoothly into further education/training or employment after leaving the Academy

6.9 Feedback, after leaving the Academy that they are satisfied with the decisions that they have made

SECTION 2 POLICY AIMS AND DELIVERY

Section 2.1 Careers Delivery Staff/All Academy Training

For those delivering Careers Education, Information, Advice and Guidance, the Careers Coordinator will train, supply, explain and provide materials for the delivery of careers in PSHE, Parents Evenings and other agreed situations. If agreed and required, a lesson plan will be provided. In-house training will be given to careers delivery staff directly in relation to careers sessions. The whole Academy staff will receive regular updates and information about careers in line with the Academy's Careers Education Framework. This will be delivered in inset days, twilight sessions or specifically negotiated or requested training sessions. Staff will be actively encouraged to attend relevant external careers training events.

2.2 Careers Delivery

The Careers Coordinator will co-ordinate the Careers Education, Information, Advice and Guidance alongside the PSHE Co-ordinator, KS4 Progress Leader and any other members of staff that are tasked to do a careers related activities. The Careers Coordinator and PSHE Coordinator will be responsible for allocating time given to careers within the whole PSHE programme. All careers delivery will be coordinated and communicated effectively to ensure the quality standards are at the highest levels.

2.3 Whole Academy Curriculum Development in relation to careers

The Academy is continually striving to develop the whole Academy curriculum to offer a wide variety of academic and vocational courses that are fit for purpose and facilitate for every individual students' learning style and ability. Careers PSHE teachers will be required to develop and deliver careers lessons that promote and links careers to key areas identified. Each subject area will commit to promoting careers within their curriculum areas by having careers related events such as guest speakers, notice boards promoting pathways and drop down career events.

2.4 KS 4 and Post 16 Options

In Year 9, students will be required to make decisions about subject option choice for study in Years 10 and 11. An options booklet containing information about the subject offers and the process will be given to each student to take home. Impartial information about KS4 options can be accessed through the careers link on the Academy website. The Academy actively encourages parents/carers to play an important role in supporting their child in exploring career ideas before making option choice. Careers information sessions and 1:1 interviews are offered to students and their parent/carer/s to discuss the students' academic ability, personal skills and learning styles. Information, Advice and Guidance is provided throughout this process but ultimately the choice of subjects is the student's; the Academy will try to facilitate this within the constraints of the timetables and availability.

Note: The Academy curriculum offer changes annually in line with the Academy Improvement Plan and external Government factors such as a move towards EBACC for example.

In Year 11 students will be required to make decisions about their Post 16 options. They will be provided with information about the Sixth Form Options at this Academy, along with impartial information advice and guidance on the learning pathways and options with other Post 16 providers. Careers information sessions and 1:1 interviews are offered to students and their parent/carer/s to discuss. Students will be given a copy of their careers action plan and supported in making applications to College/Sixth Form or a training provider.

2.5 Year 10 Work Experience

Refer to Work Experience Policy (located in Careers section on staff public area)

2.6 Transition support

The Academy will deliver information, advice and guidance on progression opportunities in relation to learning and work by inviting partners' colleges, training providers and others into the Academy and arranging external visits.

We will support with Key Stage 4 and post-16 subject choices on long term work and career options. See 2.4 and 2.5

Support will be provided to students prior to key transition times by the key personal noted above. Procedures are in place for transition support for vulnerable young people and those with special educational needs and disabilities in line with Local Authority protocols. See SEN Policy. Continued support will be provided to students during and after transition and on request until their 19th birthday.

The Academy is developing and using a range of methods to keep in contact with ex-students. Students will be asked to provide feedback after leaving the Academy, to show that they are satisfied with the support they have received and the decisions that they have made. Feedback will be analysed and used to develop the Academy's CEIAG programme

Destination information and reports are currently provided by Careers South West (Transition) Service. These are generally released in the Autumn term and are reported against whole Academy data. Reports are made available the leadership team and Directors.

2.7 Parent/Carer Involvement

Parents and carers are made aware of Careers Education Guidance and related events and visits internal and external to the Academy, through parents/carer information evenings, open days, letter, and Academy website. Parents/carers are invited to discuss their child's progress under the Academy's reporting system and through the student's school diary. During Year 9 options and Year 10 Work Experience parents/carers are encouraged to support their child in decision making with Academy's support. Refer to 2.4 and 2.5.

The Academy brochure has a brief section on the Academy's policy/aims of careers education. At annual career events parents/carers will be asked to complete evaluation and feedback questionnaires via the Kirkland Rowell Surveys. This information will be used by the Careers Coordinator to monitor careers education and guidance and to update the careers delivery plan.

2.8 Student Involvement

Students will be involved in a variety of career related activities as directed by the Careers Coordinator and other staff as appropriate. These activities may take place in Form Time, drop down days etc. Students are encouraged to give feedback and complete evaluation sheets during certain PSHE sessions.

2.9 Partnership Working

Huish Episcopi Academy will work in partnership with the South Somerset Partnership, Careers South West and an Independent Careers Adviser, external support teams for vulnerable young people and those with special educational needs and disabilities. In careers sessions we will ensure that students understand the full range of learning opportunities open to them within the Academy and elsewhere by working with local colleges and work based learning providers. Employers and visitors will be invited and encouraged to be activity engaged in information giving and sharing of job roles, employer expectations and concept of Labour Market Information (LMI). Specialist organisations will be sought to deliver sessions within the Huish Episcopi Academy Careers Framework.

2.10 Whole Academy Approach

Copies of the Academy's policy document will be kept on the Academy computer staff drive under the careers section and a hard copy is available on request.

PSHE work includes the aims for careers guidance units and careers material in addition to a suitable written explanation of the material.

A copy of the CEIAG curriculum delivery will be kept by Careers Coordinator an electronic version will be made available on Academy computer staff drive under the careers section. Information and changes are recorded and the policy document updated biannually.

2.11 Monitoring, Review and Evaluation

This will mainly be achieved through the processes of recording students' achievement and Post 16 destinations.

Completion of tasks, projects and homework will be monitored by the appropriate/nominated staff.

An annual audit and review of Careers Education and the guidance provided by staff in the Academy will be undertaken by the Careers Coordinator as a focussed task with the PSHE careers team and others involved in the delivery and implementation of CEIAG.

Reviewed: June 2016
Date for next review (biannual): June 2018