



HuishEpiscopi

## Careers Education, Information, Advice and Guidance Policy

**August 2020**



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## Introduction

This policy sets out the detail and the rationale behind the whole school approach to Careers Education, Information, Advice and Guidance (CEIAG), fulfilling the Statutory Careers Guidance and Access for Education and Training Providers (2018) framework.

## Rationale

The Careers Strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their career provision. <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>.

This statutory guidance has been restructured around the benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework, but by adopting them, school and be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeship. **(Careers guidance and access for education and training providers, Statutory guidance for boards of governors, school leaders and school staff October 2018).**

A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as; apprenticeships, technical routes, sixth form colleges, further education colleges, university or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk, meaning that they are becoming an established part of the accountability system. **(Careers guidance and access for education and training providers, Statutory guidance for boards of governors, school leaders and school staff October 2018).**

To ensure we are meeting the requirements of our students and statutory expectations, Huish Episcopi Academy is committed to providing high quality IAG, careers education and careers guidance which also actively involves parents.

## Overview of Legal Requirements – Statutory Duty

1. Section 42A of the Education Act 1997 requires boards of governors to ensure that all registered pupils at the school are provided with independent careers guidance from year 9 (13-14 year olds) to year 13 (17-18 year olds).
2. The board of governors must ensure that the independent careers guidance provided:
  - is presented in an impartial manner, showing no bias or favouritism towards a particular institution education or work option;
  - includes information on the range of education or training options, including apprenticeships and technical education routes;
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships

4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:

- any procedural requirement in relation to requests for access;
- grounds for granting and refusing requests for access;
- details of premises or facilities to be provided to a person who is given access.

5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 9 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published

## **Purpose**

The purpose of CEIAG at Huish Episcopi Academy is to support students to make realistic and well-informed decisions about their future.

## **Aim**

Our aim is that all students will leave Huish Episcopi Academy with the skills and knowledge required to support their entry into further education or an apprenticeship, and then, if they choose to, entry into higher education, or an appropriate alternative, and eventually into rewarding and fulfilling employment. CEIAG must respond to the needs of each individual student and help each one of them make positive progressions and appropriate choices. This is particularly important at key transitions such as; Key Stage 4 GCSE options and post 16. The Careers Policy for Huish Episcopi Academy ultimately aims to provide outstanding, personalised careers education, information, advice and guidance for each and every pupil within the school, paying particular attention to those disadvantaged students that are; vulnerable, Pupil Premium, SEND, travellers, in the care of the local authority (child looked after), under achieving and are risk of NEET and anyone else identified requiring additional transitional support to make a positive post 16 transition. This list is not exclusive to these groups and can be added to.

## **Commitment**

Huish Episcopi Academy is fully committed to providing a high quality and stable careers education, information, advice and guidance programme and as such utilise the Statutory Careers Guidance and Access for Education and Training Providers (2018) framework as a minimum starting point for our provision rather than the limit of our potential. This is supported by the Governors and the Senior Leadership Team.

## **Key Personnel**

The careers strategy sets out that every school needs a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school is expected to name this Careers Leader and publish contact details on their website from September 2018. As such, Huish Episcopi Academy have the following key career-based personnel:

Careers Lead: Roger Madge  
Independent CEIAG Adviser: Emma Higman

Head of Sixth: Andrew Woodward

Careers & Work Experience Administrator, Rebecca Wells

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered in PSHE Careers team lead by the Careers Leader. The CEIAG programme is planned, monitored and evaluated by the Careers Leader 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 Leader and Independent Careers Adviser.

## **Entitlement Statement**

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 stereotypes and promote equality and diversity.

The Academy actively encourages parents/carers to play an important role in supporting their child in exploring career ideas before making options/post 16 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.

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.

## **The Gatsby Benchmarks**

All students are entitled to careers education and information, advice and guidance that is impartial and confidential. It will be integrated into students' experience of the whole curriculum and will be based on a partnership with students and their parents/carers. The programme will raise aspirations, challenge stereotyping, promote equality and diversity, inclusion and anti-racism. To achieve this, the school will use the Gatsby Benchmarks.

<b>The eight Gatsby benchmarks of Good Career Guidance</b>
<ol style="list-style-type: none"><li>1. A stable careers programme</li><li>2. Learning from career and labour market information</li><li>3. Addressing the needs of each pupil</li><li>4. Linking curriculum learning to careers</li><li>5. Encounters with employers and employees</li><li>6. Experiences of workplaces</li><li>7. Encounters with further and higher education</li><li>8. Personal guidance</li></ol>



## **Staff Development**

The Careers Leader 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 Careers Leader and/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. Staff training needs relating to CEIAG are identified by the Careers Leader/Head of Sixth or by individual request. The Academy endeavours to meet training needs within a reasonable period of time.

## **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.

## **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.

## **Monitoring, Review and Evaluation**

Huish Episcopi Academy is committed to the continual monitoring, review and evaluation of all areas of the school, including the careers programme. We undertake regular evaluation of our careers impact. We undertake the Compass Evaluation on a termly basis to track and monitor our progress towards achieving the Gatsby Benchmarks.

### **Review Date**

This Policy will be renewed every 2 years