



Co-op Academy
Leeds

**CAREERS
EDUCATION INFORMATION ADVICE AND
GUIDANCE (CEIAG) POLICY
2018-19**

Adopted by the Governing Body/sub-committee

Date.....01.10.18.....

To be reviewed annually/bi-annually in line with other school policies.

Date of Review: 01.10.19.....

Other relevant policies:

- Policy Statement on provider access
- SEND Policy
- Single Equality Policy
- Equality, Diversity and Inclusion Policy (Coop Academies Trust Policy)

1. Introduction

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13 (September 2013 updated January 2018).

This policy links to the key areas/objectives of each academy's improvement plan, which centres on raising achievement and the quality of education across the curriculum. It must link into other related policies to enhance the guidance process across curriculum and pastoral areas and be used as a tool to develop academy objectives and priorities on the quality of education and the broad outcomes achieved by students.

CEIAG should help students develop skills, knowledge, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents/carers make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The academy has a significant contribution to make, along with parents/carers and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous. Young people need to learn how to make effective use of personal guidance as well as the relationship between personal guidance and other strands of the careers programme. (CDI Framework for Careers Employability and Enterprise Education March 2018.)

Following the Ofsted Thematic Review of Careers Guidance, September 2013, a recommendation was made that academy should develop and implement a clear strategy for careers guidance and ensure that they make good use of the National Careers Service resources, well-trained staff, careers guidance professionals, employer networks and local colleges and other providers to ensure that students are well supported in making decisions about career pathways. All academies in the Co-op Academies Trust aim to do this.

2. Aims



In 2014, the Gatsby report made a major contribution to the understanding of what constitutes quality in Careers Education, Information, Advice and Guidance (CEIAG) in secondary schools in England. After analysing the evidence, eight benchmarks were drawn up that identify the elements of good career guidance.

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The careers education programme for academies in the Co-op Academies Trust is linked to the Gatsby Benchmarks for good practice. Its aims are:

- * To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment. (Gatsby Benchmark 1)
- * To develop the skills which will help them to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- * To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations (Gatsby Benchmark 3 and 7)
- * To develop the skills, including communication and confidence that will be needed in new roles and situations.
- * To encourage understanding and experience of the world of work through WRL, work place visits and enterprise activities (Gatsby Benchmark 5 and 6)
- * To promote equality of opportunity in respect of the protected characteristics of The Equality Act 2010 including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. To challenge stereotypical thinking and raise aspirations (Gatsby Benchmark 3)
- * To develop students' capabilities and to understand their own needs and abilities

- * To encourage students to investigate career opportunities both locally and nationally using information about career paths and the labour market and through direct experience of the world of work, work related learning and enterprise activities (Gatsby Benchmark 2)
- * To encourage students to implement their career plans by providing personal guidance with a Careers Adviser. To review and evaluate in order to make improved decisions and manage the transition processes effectively. (Gatsby Benchmark 8)

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well planned programme of careers education.

By doing this we will meet the Gatsby Benchmarks, the CDI Framework for Careers, Enterprise and Employability Education and develop student's knowledge of the 'ways of being coop'.

In addition to all the opportunities below we will ensure that all students:

- Have the opportunity for at least one meaningful encounter with an employer every year from the age of 11
- Have a meaningful encounter with a provider of different learning opportunities (academic and vocational route and learning in schools, colleges, university and the workplace)
- Have at least one experience of a workplace either through work experience or a work place visit by the age of 16
- Have knowledge of the various pathways available to them at the age of 16 years and 18 years including the benefits and opportunities apprenticeship programmes with the Co-op can provide

Statutory Requirements

Statutory Guidance, March 2013 updated in January 2018, places schools under a duty to secure access to independent careers guidance for their pupils in school years 8 – 13 (from September 2013 with updates from January 2018 and September 2018). This must be presented impartially and must promote the best interests of pupils.

3. Expectation

In the light of the current changes in the world of work, and the Raising of the Participation age from 2013 and the Co-ops pledge to provide Trust students with apprenticeship opportunities at age 16 and 18 years they should expect:

- to be told about key people who can help with education, career and any other personal, health or financial problem
- to get information on the guarantee of an offer of further learning at key points including those within the Co-op
- to know how to access information
- to be told about financial help they can get to stay in education (e.g. bursaries/student loans/grants)
- to know where to get help after 19 years of age (24 yrs if they have a disability)
- to be given opportunities to get involved in planning and improving information and advice services.

Help should:

- * be quickly and easily available
- * respect individual needs
- * be confidential unless it highlights a safeguarding concern
- * instil confidence in order to plan the next step
- * be impartial and all relevant options should be considered

* signpost the National Careers Service and local websites where appropriate

To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the national Quality in Careers Standard awarded by C&K Careers as a licensed awarding body. Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children.

3. CEIAG DELIVERY

Organisation and Content

The careers education programme is delivered through PSHCE, coaching, assemblies, drop down days and curriculum-based opportunities as detailed in the CEIAG Plan

Academy Improvement Plan

The yearly CEIAG and associated Careers Action Plan should be compiled in consultation with staff, careers advisers, the leadership team, governors and using feedback from parents/carers and students. The focal areas should be driven by the whole academy improvement plan. These are then identified department improvement plans.

Cross-curricular links

These are made with appropriate departments and enhanced by Work related learning/enterprise activities.

All students must be encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation

The academy must actively promote personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

Tracking

The careers related opportunities that students access must be recorded and tracked to ensure that all students participate in at least on meaningful encounter with an employer every year form the age of 11

Provision for Learners with Learning Difficulties and/or Disability (LLDD)

Close links with the Coordinator (SENCO) must ensure that equal opportunities and inclusion are addressed. Careers resources and support are appropriate and differentiated.

4. KEY PERSONNEL AND PARTNERS

Each academy must have a designated Careers Leader who is either a member of the senior leadership team or is line managed by a member of the senior leadership team. At Co-op Academy Leeds it is Katharine Needham who is Vice Principal.

The CEIAG plan should be co-ordinated by the Careers Leader and involve other relevant colleagues. The Careers, Enterprise and NEET Co-ordinator at Co-op Academy Leeds is Jane Johnson.

Each academy must appoint a governor with responsibility for Careers Information Advice and Guidance and ensure that they meet with the Careers Leader at least twice a year to discuss issues and developments. The governor with responsibility for Careers, Information Advice and Guidance is Gary Dewin

The CEG programme is delivered by PSHCE teachers and coaches.

Group and one-to-one independent advice sessions are delivered and led by independent careers adviser with coaches and year leaders supporting where appropriate.

The Careers Leader and Careers, Enterprise and NEET Co-ordinator must ensure that staff are updated and given the appropriate training either through formal requests or informal sessions.

The Co-op, as Trust sponsors, provide support and careers related opportunities.

Academies are expected to work with a number of external partners to ensure excellent and independent careers education, information, advice and guidance. At Co-op Academy Leeds these include

AheadPartnership, Aspire-Igen, NCOP, ESH, Into University and The Burberry Foundation. Coop Academy Leeds also links with the local Enterprise Partner.

5. RESOURCES

The governing body must ensure, through financial planning, that appropriate funding is provided for careers information advice and guidance. The Careers Leader and Careers, Enterprise and NEET are expected to seek access to other fully funded opportunities to augment these.

6. ASSESSMENT, REVIEW AND EVALUATION

Monitoring and Evaluation

The Careers Leader at each academy and the Careers, Enterprise and NEET Co-ordinator are responsible for annual review of CEIAG.

Review and evaluation is expected to be carried out termly on an informal basis. Feedback from staff, students and year teams also helps in evaluating the CEG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEG programme. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Student voice should be encouraged through for example the use of feedback questionnaires

To ensure quality we are committed to working towards the national Quality in Careers Standard, which is a developmental process.

7. APPENDIX

Gatsby Benchmarks:

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

CDI Areas of Learning:

CDI Area of learning
1. Self-awareness
2. Self-determination
3. Self-improvement as a learner
4. Exploring careers and career development
5. Investigating work and working life
6. Understanding business and industry
7. Investigating jobs and labour market information
8. Valuing equality, diversity and inclusion
9. Learning about safe working practices and environments
10. Making the most of careers information advice and guidance
11. Preparing for employability
12. Showing initiative and enterprise
13. Developing personal financial capability
14. Identifying choices and opportunities
15. Planning and deciding
16. Handling applications and selection
17. Managing changes and transitions