

Careers Education and Guidance Policy



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1 INTRODUCTION

1.1 Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 8-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

High quality Careers Guidance provision should include the following elements (further detail is provided in Appendix 3, The Gatsby Benchmarks):

1. A stable careers 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. Experience of Workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified advisor

1.2 Statutory duties

We fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

1.3 Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards,
- Ensure careers guidance is presented in an impartial manner,
- Ensure careers guidance includes information on the range of education or training options,
- Ensure careers guidance promotes the best interest of the pupils to whom it is given,
- Provide clear advice and guidance to the head teacher on which they can base a strategy,
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 upwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people to enhance the education and career aspirations of pupils. Boards are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards should engage with their Careers & Enterprise Company Enterprise Advisor, who can help the school to develop its careers programme and to broker relationships between employers and the school.

1.4 Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond. Sybil Andrews Academy is committed to providing a planned programme of careers education for all students in Years 7-11 and information, advice and guidance (IAG).

Sybil Andrews Academy endeavours to follow the Gatsby Framework for Careers and Work-Related Education (CDI, 2014) and other relevant guidance from the DfE, QCA, and Ofsted.

1.5 Development

This policy was developed and will be reviewed biennially through discussions with teaching staff, students, parents, governors, advisory staff and other external partners (e.g. Careers East, New Anglia Local Enterprise Partnership, Enterprise Adviser and the Unity Schools Partnership CEIAG network).

1.6 Links with other policies

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, SMSC (Spiritual, Moral, Social and Cultural) and Britishness, work related learning and enterprise, equal opportunities

and diversity, health and safety, gifted and talented, and special needs, the Provider Access Policy as well as the School Improvement Plan

2 OBJECTIVES

2.1 Students' Needs

The careers programme is designed to meet the needs of students at Sybil Andrews Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

2.2 Entitlement

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism. Our learners' entitlement is provided in further detail in Appendix 2.

3 IMPLEMENTATION

3.1 Management

A member of SLT is responsible for the co-ordination of the careers programme. This area is supported by a link governor. Work experience is planned and implemented by the Careers Coordinator who works with a designated member of the Senior Leadership Team will form the Careers Team.

3.2 Staffing

All staff contribute to careers education and guidance through their roles as tutors (a Careers Calendar runs alongside the Meeting Time Calendar), mentors and subject teachers. The careers programme is planned, monitored and evaluated by the Careers Co-ordinator (a Level 6 trained Careers Advisor). Careers information is available in the Careers Resource Centre which is maintained by the Careers Team.

Our commitment to IAG is demonstrated through the team structure that supports IAG

Trenica King	Headteacher and SLT Link representing careers
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	Link Governor for careers
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Karen Cannard	Careers Advisor and Careers Coordinator
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Harrison Ruffell	Deputy Headteacher with responsibility for curriculum
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Sarah Fisher	Deputy Headteacher with responsibility for Safeguarding & Behaviour
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Sophie Hamilton	SENDCo
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Kim Robertson	Deputy SENDCo
Kirsten Putt	Welfare and Safeguarding Officer
Adrian King	Assistant Headteacher, KS3 Achievement
Ben Tanner	Assistant Headteacher, KS4 Achievement
Tutor Mentors	All Form Tutors
Enterprise Advisors	Chloe Ludkin & Lisa Bartrum at Treatt plc

3.3 Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including one week voluntary work experience) and individual learning planning/portfolio activities. Careers lessons are part of the Academy's Personal Development programme. Other focused events, e.g. a Careers and Post 16 events are provided from time to time. Work experience preparation and follow-up take place in tutor periods and other appropriate parts of the curriculum.

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -13.**
- **Employer Engagement and Work-Related Learning for Years 7 -13**
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self improvement as a learner
 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments

- **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

3.4 Personalised Opportunities

Access to a qualified specialist source of impartial careers guidance. The guidance advisor should maintain their own CPD and ideally be a member of a professional body such as The Career Development Institute (CDI)

Access to individual information and advice for Years 8-11 at key transition points through internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](#), [icanbea](#), and [Amazing Apprenticeships](#).

3.5 Employer Engagement

Sybil Andrews Academy engages with local business and organisations to enable students to explore a wider range of careers. These include assemblies, Q&A opportunities with professionals, lunchtime network opportunities, workplace visits and mock interviews. In Year 10, students visit the Suffolk Skills and Careers Festival and also have the opportunity to engage in experiences in the workplace.

3.6 Assessment and Accreditation

Career learning is assessed using outcomes based on the Gatsby Framework and assessment for learning techniques, which are measured using Compass – a tool that is provided by the Careers & Enterprise Company.

3.7 Partnerships and Stakeholders

Sybil Andrews Academy works in partnership with the Unity Schools Partnership Trust to develop careers education, advice and guidance. The Academy also works with local employers, the New Anglia Local Enterprise Partnership and the Careers & Enterprise Company's Enterprise Advisor Network, through which a significant partnership has been developed with local business Treatt plc. The academy also works closely with: Suffolk County Council - Careers East and Early Help teams; West Suffolk Council & West Suffolk College's One Step Closer team; the West Suffolk College Apprenticeship & School Liaison teams; The AIM group's Amazing Apprenticeships; University of Suffolk Higher Education Outreach and local Sixth Forms in the Bury St Edmunds area.

3.8 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources.

3.9 Staff Development, CPD and building networks

All staff need to be able to offer careers advice and guidance as part of their mentoring role and therefore there is a need for a regular CPD session dedicated to careers advice and guidance.

Our Careers Advisor is qualified at Level 6 in Career Guidance and Development, a registered member of the CDI (Career Development Institute) and is the academy's representative at the West Area termly careers update briefing delivered by Suffolk County Council. Attendance of careers related events covering current areas of development such as Labour Market Information (LMI), apprenticeships and T-Levels.

3.10 Outcomes: Monitoring, Review and Evaluation

The careers education, advice and guidance are monitored by the SLT member responsible for the co-ordination of the careers programme. Careers provision is monitored, reviewed and evaluated through surveys, event feedback and regular line-management meetings. Student career motivations are collected annually and feedback about events and service provision is encouraged from students, staff, parents and employers. Destination figures are monitored, class observation, career/employability qualifications, motivation, attendance for interviews.

3.11 Engaging with Parents/Carers

3.12 Communication

The Sybil Andrews Academy website has a page dedicated to Careers Education, which includes links to key resources used in school and other useful resources that students might wish to use in their own time. Details of local careers events and Post-16 open evenings are also shared here, on our FaceBook page, by tutors and also emailed to students and parents. The academy's Careers Education webpage can be found: <http://sybilandrewsacademy.co.uk/careers-education>.

Education providers wishing to inform students about all pathways available to them are encouraged to contact us, through the guidelines stated in our Provider Access Policy.

APPENDIX 1 | Definitions of terms used in this policy

There is debate and confusion about the terminology in this area.

Government Definition

"Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services."

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools*: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

A statement for students about what they can expect as part of the offer.

This could be added to planners, displayed on websites etc.

e.g; *(delete/add as appropriate)*

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

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.

APPENDIX 4 | THE CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.

A. Developing yourself through career and work-related learning education

Elements of learning	KS2	KS3	KS4	16-19
A1. Self-awareness	Describe what you are like, what you are good at and what you enjoy doing	Describe yourself, your strengths and your preferences	Recognise how you are changing, what you have to offer and what's important to you	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
A2. Self-determination	Explain how to get what you want	Be able to focus on the positive aspects of your wellbeing, progress and achievements.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement
A3. Self improvement as a learner	Identify what you like about learning from careers, employability and enterprise activities and experiences	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences

B. Learning about careers and the world of work

B1. Exploring careers and career development	Give examples of what it means to have a career	Describe different explanations of what careers are and how they can be developed.	Discuss the skills involved in managing your own career	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
B2. Investigating work and working life	Give examples of what people like and dislike about the work they do	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction

Elements of learning	KS2	KS3	KS4	16-19
B3. Understanding business and industry	Describe a local business, how it is run and the products or services it provides	Give examples of different business organisational structures	Explain different types of business organisational structures, how they operate and how they measure success	Explain the main reasons why business organisations change their structures
B4. Investigating jobs and labour market information	Describe the main types of employment in your area: past, present and emerging.	Be aware of what labour market information (LMI) is and how it can be useful to you	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans
B5. Valuing equality, diversity and inclusion	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
B6. Learning about safe working practices and environments	Be aware of how to keep yourself safe and well when you are learning and playing	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices
C. Developing your career management and employability skills				
C1. Making the most of careers, information, advice and guidance	Be aware of where to get impartial information and support when you need it and how to make good use of it	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information advice and guidance services

Elements of learning	KS2	KS3	KS4	16-19
C2. Preparing for employability	Identify key qualities and skills that employers are looking for	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Show how you are developing the qualities and skills which will help you to improve your employability	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers
C3. Showing initiative and enterprise	Show that you can use your initiative and be enterprising	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning
C4. Developing personal financial capability	Show that you can make considered decisions about saving, spending and giving	Show that you can manage a personal budget and contribute to household and school budgets	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work
C5. Identifying choices and opportunities	Be able to compare information about the secondary school choices open to you.	Know how to identify and systematically explore the options open to you at a decision point	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you
C6. Planning and deciding	Know how to make plans and decisions carefully	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Know how to make plans and decision carefully including how to solve problems and deal appropriately with influences on you	Know how to make career enhancing plans and decisions including developing the resilience required to sustain them
C7. Handling applications and selection	Know how to make a good impression on other people	Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Know how to prepare for, perform well and learn from your participating in selection processes

Elements of learning	KS2	KS3	KS4	16-19
C8. Managing changes and transitions	Identify ways of making successful transitions such as the move from primary to secondary school.	Show that you can be positive, flexible and well-prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.