





**CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY
DEAN TRUST ARDWICK 2023-24**

VERSION AND DATE		ACTIONS/NOTES
1.0	October 2018	Policy revised and updated
2.0	September 2019	Policy revised and updated
3.0	June 2020	Policy revised and updated
4.0	July 2021	Policy revised and updated
5.0	October 2022	Policy revised and updated
6.0	March 2023	Policy revised and updated

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Reviewed:	March 2023
Review Frequency:	Annually
Next Review	September 2024
Signature of Headteacher:	Signature of Chair of Local Governing Body:
	

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1. INTRODUCTION

Providing high quality careers education and guidance is critical to achieving our school's core purpose: empowering all pupils to find their purpose and thrive as citizens of the world. High quality careers education and guidance in school is critical to young people's futures. It helps prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find rewarding and engaging. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps pupils to understand and access pathways beyond their immediate experience, improve their life opportunities and positively contribute to society.

The CEIAG policy has been designed to allow parents, carers and all stakeholders to become familiar with the programme of careers education, information, guidance and development the school provides for our pupils. The following pages provide an overview of the principles and design of the programme.

2. AIM

The aim of the policy is to ensure that the school offers pupils their entitlement to a structured and impartial programme of careers education, information, advice and guidance of the highest standard. It is informed by our core purpose: empowering our pupils to find their purpose and thrive as citizens of the world and our commitment to achieving the Gatsby Career Benchmarks. It is underpinned by the Careers guidance and access for education and training providers (Department for Education, 31 August, 2022). To this end, the policy sets out measures, in accordance with relevant statutory guidance, which aim to:

- contribute to strategies which secure excellent outcomes and raise pupils' aspirations to place them on an ambitious pathway at each stage of transition
- provide a planned programme of impartial careers, education, information, advice and guidance for all learners across Years 7 to 11, supporting each stage of pupils' personal and academic achievement
- promote equality of opportunity, support inclusion, and challenge stereotyping
- meet the needs of all pupils and support all pupils' successful transition into the next phase of education and employment
- ensure pupils are equipped with the knowledge and employability skills to thrive beyond secondary school, including being able to manage their own careers, sustain employability, and achieve personal and economic well-being
- work alongside external agencies, education providers and employers to ensure the most up to date, aspirational, inspirational and varied information and guidance is provided without bias
- encourage participation and sustained destinations in continued learning beyond secondary school.
- involve and inform parents and carers

- to contribute to the long term economic prosperity of individuals and communities

3. THE PRINCIPLES

The CEIAG programme at Dean Trust Ardwick is based upon the principles that an effective CEIAG programme:

- provides access to a range of activities (including separate provision, integrated provision and co-curricular activities) which inspire our pupils, provides experiences beyond their immediate circumstances and supports them in the development of their ambition and character to build a successful future;
- motivates and inspires our pupils to take ownership of their career plans and to consider all options (using all available information including up to date labour market information) so that they can make fully informed choices;
- builds strong links with employers who can help build pupils' knowledge of work, employability skills and the steps necessary to enter into different careers;
- widens access to advice on post-16 and post-18, including vocational routes and apprenticeships as well as A-levels and university study;
- provides one-to-one advice and guidance to personalise provision
- provides information about the financial support available for them to stay in education post-16;
- consciously works to prevent all forms of inequality, bias or stereotyping within advice and guidance provided, so that all pupils consider the widest possible range of careers;
- supports teachers to explicitly make links between the curriculum content and future careers across all subjects and embeds careers development into lessons;
- regularly consults with pupils, staff, parents on provision to inform continuous improvement.

4. ROLES AND RESPONSIBILITIES

Overall strategic leadership (including planning, monitoring, evaluation and improvement) of CEIAG at Dean Trust Ardwick is the responsibility of the Assistant Head teacher who is the designated Careers Lead.

All staff within the school contribute to the CEIAG programme through their roles within pastoral support (Senior Leadership Team, Safeguarding Team, SEND Faculty, Year teams, Careers Advisor, Librarian, PSMs) or their roles within curriculum delivery (Senior Leadership Team, Heads of Faculty, EAL support team, curriculum teachers, learning support assistants).

Elements of the programme are delivered by external providers including careers advisors, employers, Further Education providers, post-16 guidance specialists and post-16 providers. Access is granted to external providers through the Assistant Head teacher who is the designated Careers Lead and is only granted when safeguarding, equality and impartiality requirements are met. Access to providers' required facilities is organised through the designated Careers Lead (see Provider Access Policy).

5. THE ELEMENTS OF THE CEIAG PROGRAMME

The CEIAG programme across Years 7 to 11 includes:

- employability skills development lessons delivered through the PSHCE curriculum, and form time programme (integrated and co-curricular provision);
- pupils' tracking of employability skills through termly reflection (co-curricular provision);
- career education sessions/activities integrated into schemes of learning (integrated provision), within form time and assemblies (co-curricular provision), visits from employers/providers/specialists and external visits (separate provision);
- careers guidance sessions provided through small group and one-to-one interviews with a careers advisor (separate provision);
- support with Year 9 Options choices including Options Evening and 1:1 guidance;
- CEIAG pages available on the school's website to signpost pupils, parents and carers to our own, and external advice and guidance;
- access to the 'Unifrog' library and schemes of learning;
- post-16 information, advice and guidance provided through the PSHCE curriculum in Year 10 and 11, mock interview day, external visits including college taster days, external assemblies and interaction with providers at Parents' Evenings and Apprenticeship and Training Evening and Post-16 Evening (separate and co-curricular provision);
- support with the post-16 application process through one-to-one and small group mentoring and form time learning
- individual tracking of pupils' CEIAG provision and encounters across their time at Dean Trust Ardwick;
- thorough tracking and reporting of intended and actual post-16 destinations and their subsequent sustainment to all relevant agencies and persons in accordance with data protection legislation;
- sharing of relevant pupil information with post-16 providers and external agencies to support post-16 transition in accordance with data protection legislation.

6. MONITORING AND EVALUATION OF CEIAG

- It is the responsibility of the Assistant Head teacher who is the designated Careers Lead to oversee and organise the monitoring and evaluation of CEIAG at Dean Trust Ardwick who will report to the relevant Governors' Committee responsible for overseeing, reviewing and challenging the CEIAG programme.
- Monitoring, evaluation and action planning, will include consultation and support with external agencies, such as the Careers and Enterprise Company on a termly basis to address how provision is meeting the Gatsby Career Benchmarks.
- Monitoring and evaluation will take account of pupils', staff and parents'/ carers' views and experiences as well as quantitative tracking of experiences and destination data.

7. POLICY REVIEW

- The policy will be reviewed on an annual basis. If new guidance becomes available it may be necessary to review this policy at an earlier date.