



**Glenmoor & Winton Academies**

High Achievement – High Standards

Part of United Learning

# **Careers Education, Information, Advice & Guidance (CEIAG) Policy**

## Careers Education, Information, Advice and Guidance Policy

### Introduction

The following policy has been developed in response to the DfE statutory guidance 'careers guidance and access for education and training providers' January 2018.

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which Careers Education, Information, Advice and Guidance (CEIAG) is delivered to all students.

In line with the Provider Access Legislation which was introduced on 01 January 2023 as an update to the Baker Clause and an amendment to the Technical and Further Education Act 2017, which stipulates that schools must allow colleges and training providers access to every student in years 8-11 to discuss non-academic routes that are available to them, Glenmoor & Winton Academies encourages businesses and colleges to engage with the academy and its students. There must be at least two encounters at KS3 and two encounters in KS4 for all students between years 8-11.

We are committed to meeting national and local expectations in relation to careers by securing independent and impartial careers guidance for students in Year 9-11 as required by the Education Act 1997 and fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

In particular, we are committed to ensuring that students in Year 7-11:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point (when they choose their options – between key stages);
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses;
- Benefit from impartial and accurate careers advice and information.

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby Benchmarks which were devised from their international careers survey in 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby Benchmarks are:

- 1 A stable careers programme
- 2 Learning from labour market information
- 3 Addressing every pupil's needs
- 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 guidance

## Rationale

Careers Education, Information, Advice and Guidance across Glenmoor & Winton Academies should provide a foundation for students to move not only into further or higher education, vocational training or employment, but to the next stage of their development as citizens. We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders, our aim is for every student to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed. We are committed to providing a planned programme of high quality to all students and recognise the important role that careers education/work-related learning plays in:

- Preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- Empowering young people to plan and manage their own futures
- Contributing to strategies for raising achievement, especially by increasing motivation
- Raising aspirations and inspiring young people to achieve their full potential
- Developing core competencies, such as communication, resilience, team working, problem solving and personal management
- Promoting equality, diversity, social mobility and challenging stereotypes

## Aims & Objectives

The Academy's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, our CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing work and labour market information

- Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions

The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students. The Academy's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

## Leadership and Management

Glenmoor & Winton Academies CEIAG is planned, delivered, monitored and evaluated by the Careers Lead.

The work is supported by the following staff:

- RC – Richard Coe Vice Principal for Personal Development
- JM – Jane Mortimer Careers Coordinator
- JA – Jim Attridge Associate Assistant Principal for Personal Development
- MT – Megan Taylor Assistant Principal for Personal Development
- FM – Frances Main Website & Communications
- Curriculum Careers Champions

## Provision

The CEIAG programme is designed to meet the needs of students at different stages of their schooling. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Curriculum areas also provide subject specific activities as appropriate.

In addition to this, the following is made clear:

- the programme is blended to incorporate teacher lead learning through form time and distant learning tasks set through the Unifrog platform
- careers guidance delivered by the Careers Advisor. All students are able to access this support, though the initial focus is upon those students that are at the imminent point of school transition, ie Year 11
- the Careers Office is an area where students can seek out support
- regular visits from employers/higher education establishments
- opportunities for students to gain skills and engage with employers regularly shared via the parental bulletin found on our Careers page of the website
- bespoke workshops with organisations to support students
- as part of the PSHE programme

## Resources

The Academies have invested in the Unifrog careers platform, which all students from Year 7-11 have access to and use on a regular basis. This provides up to date market guidance as well as access to university and apprenticeship applications.

The Academies work closely with Dorset Careers Hub who are jointly funded by Dorset Local Enterprise Partnership and The Careers and Enterprise Company, in partnership with BCP and Dorset Councils. We work closely with our Enterprise Coordinator (BCP) and our Enterprise Advisor (Employer) who advise us when funding is available and are a great support in providing information and resources to ensure we are giving the most up-to-date advice and guidance to our students.

The Academies have an employed Careers Advisor who delivers personal careers advice and guidance to students. All students are able to access this support, though the initial focus is upon those students are at the imminent point of school transition, ie Year 11 students.

Funding is allocated in the annual budget. Sources of external funding are actively sought. Physical resources are updated annually as well as new digital resources purchased as and when required.

## Staff Training and Professional Development

The following ways are used to support staff understanding of the Careers programme:

- staff receive training on how to use the Unifrog careers platform, which enables them to deliver careers activities and offer guidance to their tutees, as well as track their progress
- the Careers Lead regularly attends careers meetings/networking events as well as industry specific events in order to ensure they are up to date with industry and labour market information
- key information regarding the Careers programme is shared with staff through the weekly Principal's update
- the Careers Lead regularly meets with the Subject Careers Leads from each department to increase awareness of subject careers information and ensuring this is implemented across departments
- National qualifications are supported by the Academies for key Careers staff, for example the QCF Diploma in Careers Guidance and Development and Teach First Careers Leader Programme
- United Learning Trust support through the National Careers Lead visits and conferences

## Monitoring, Review and Evaluation

The Careers Lead is responsible for overseeing the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. This draws information from a number of sources including:

- Regular meetings with the Careers Coordinator
- Evaluation of activities as and when they happen for one off activities
- Use of Compass+ to monitor Gatsby Benchmarks
- Evaluation of on-going activities at the end of the academic year
- Information on intended destinations for Year 11 learners
- Publish destination data
- Annual Survey by UL with parents/staff and students
- Use of Aspirations Platform to monitor student voice
- Visits from UL Careers Lead with feedback given

## Partnerships and Service Level Agreement

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. Partnership agreements and Service Level Agreements are reviewed annually. The Academy has relationships with a wide range of business from different industries; and these are reviewed annually and new partnerships are constantly being sought.

Businesses that currently do not have a link with the academy but wish to form one, are encouraged to do so. For further information, please see the 'Application for Provider Access' found at the end of this document.

## Engaging Parents / Carers / Alumni

Parents/carers are vital to students understanding of career choices and the decisions they make. We provide all parents/carers/guardians with up-to-date information on choices at KS4 through our website and regular features in the Academy Newsletter.

The Academy's Alumni Programme is currently being developed and aims to create strong links with former students and staff to enable them to support careers provision for the future. If a former student or member of staff wishes to join, please contact the Careers Coordinator.

## Premises and Facilities

The Academy makes classrooms, lecture halls or private meeting rooms available to discussions between the provider and students as appropriate. The Academy also

makes available AV and other specialist equipment to support provider presentations. This is all discussed and agreed in advance of the visit with the Careers Coordinator.

### **Application of Provider Access Requests**

This section sets out the Academy's arrangements for managing the access of providers to students at the academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

#### **Student Entitlement**

All students in Years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

### **Management of Provider Access Requests**

A provider wishing to request access should contact the Careers Coordinator – [jmortimer@glenmoorandwinton.org.uk](mailto:jmortimer@glenmoorandwinton.org.uk)

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