

Cedars Academy Careers Education, Information, Advice & Guidance Policy

September 2019

Rationale

Working lives are extending and new jobs are emerging that require new skills. This means that support for adults seeking to improve their skills and change roles is vital. (DfE, 2017)

What is Careers Guidance?

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff', April 2017: refers to the duty on schools to provide:

‘Advice and guidance for young people so they are inspired and motivated to fulfil their potential, develop high aspirations and understand where different choices can take them in the future.’

Cedars Academy aims to provide all pupils and students with experiences and opportunities, in different learning situations and contexts, so that they have a basis for comparing and understanding a wide range of concepts and issues in order that they can ultimately make informed decisions about their future role in society.

We are committed to ensure that the school continues to meet the requirements outlined in the *Gatsby Benchmarks*.

These benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

Careers Education, Information, Advice & Guidance (CEIAG)

The CEIAG Programme at Key Stages 3 and 4 and Post 16 emphasises that pupils and students will take an active role in their career learning. Consequently the following aims underpin the Programme:

- **Self development** - to enable pupils and students to understand themselves and the influences

- on them (for example through the P.S.H.C.E. curriculum and Person- Centred Planning).
- **Career exploration** - to enable pupils and students to investigate opportunities in learning and work (such as work-related learning programmes, college link courses and leisure opportunities).
- **Career management** - to enable pupils and students to make and adjust plans to manage change and transition
- **Careers Skills:** - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy
- **Employability Skills:** - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'.

Work-related learning

Work-related learning is defined as "planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work".

The content of the work-related learning programme at the Cedars Academy will be based on statutory and non-statutory guidance, which will be modified to take account of the individual needs of pupils/students.

It will encompass the three strands, outlined within the framework for work-related learning, of:

- Learning through work by providing opportunities for students to learn direct experiences of work or work shadowing:
- Learning about work by providing opportunities for students to develop skills and understanding of work and enterprise, for example through vocational courses:
- Learning for work by developing skills for enterprise and employability for example through school-based enterprise activities and "be inspired to..." projects.

Entitlement

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity and inclusion.

All key stage 4 pupils have a statutory entitlement to 5 days of enterprise activity.

Students at Post 16 have placements based on individual levels of need and linked to career goals identified by their vocational profile.

Employer engagement

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and specialist education institutions
- Help with basic career management skills like CV writing, CV building, job searches and job interviews

Assessment

The assessment of CEIAG and of work-related learning will be reflected in the Academy's policy for Assessment and Recording.

Individual students will be encouraged to record (with appropriate support) their own achievements which will be retained within a Progress File or as evidence for internal assessment or externally accredited schemes.

Post 16 students will follow an accredited curriculum leading to an employability qualification.

Monitoring and evaluation

The delivery of CEIAG and of work-related learning will be by class teachers, monitored by the Careers Advisor and the Careers leader. Termly meetings will be held with subject leads to look at how careers learning is to be linked to the curriculum and advice given where required.

The monitoring will include:

- Observation of activities
- Discussion with staff, pupils/students and parents
- Discussion with work place providers - carried out by careers support staff
- Meetings with the Careers Leader
- Scrutiny of pupils' and students' work
- Scrutiny of accredited modules and other related schemes
- Maintaining a comprehensive data-base of work placements of students
- Maintaining a database of destinations of students.

The Careers Team meet on a regular basis to develop, monitor and evaluate CEIAG across the school.

Progress towards the Gatsby Benchmark is evaluated using the online Compass tool (as recommended in Careers guidance and access for education and training providers January 2018).

Management and delivery

Cedars Academy recognises the importance of putting in place effective arrangements for the management and delivery of the programme.

Careers Leader – Julie Vincent, Assistant Head (Post 16 & Business Development)

Has responsibility for:

- establishing and sharing the vision for the overall strategy of careers with the governing board.
- Making connections between the school improvement plan (SIP) and careers policy
- The planned curriculum, identifying staffing needs relating to careers CPD
- Contracts and partnerships that will be maintained or developed
- Reviewing the careers education, information, advice and guidance policy.
- responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are
- paying careful attention to feedback from all stakeholders and to the destinations of pupils.
- Coordination of work experience placements for key stage 5 learners

Careers Coordinator – Naomi Parkin, MLG, School Improvement Team Lead

Has responsibility for:

- Co-ordinating the school's careers provision
- Establishing links with external providers regarding placement opportunities at Key stages 3/4
- Liaise with school staff regarding opportunities for incorporating careers learning in to their planning.

Independent Careers Advisor – Mike Chastney, Early Help, Gateshead Local Authority

Has responsibility for:

- Delivering impartial careers guidance to targeted individuals
- Supporting parents and young people to consider all options relating to transition

Careers Link Governor – Naomi Kelly

Has responsibility for:

- Ensuring that the responsibilities of the Governing Body (GB) are discharged regarding careers information, advice and guidance (IAG) and liaison.
- Ensuring that progress is maintained towards meeting every aspect of the Gatsby benchmark.
- Meeting with Careers Leader to discuss CEIAG provision and reporting progress to the GB.
- Actively support school staff in all aspects of careers IAG, encounters with employers, and interview training through liaison with local businesses and organisations.

- Ensuring that the SLG provides appropriate resources to careers IAG.
- Ensuring that the school's website includes up-to-date careers information, including the name, email address and contact number of the school's Careers Leader.

All staff have the responsibility to contribute to the overall careers programme within the school. We are committed to providing a planned Careers programme. This is differentiated to suit the needs of each individual learner. Learners will leave Cedars Academy with the skills and knowledge required to support their entry to further education, training or employment. The school also works with the Local Authority, Early Help service and Voiceworks to support learners whose circumstances have made them hard to reach.

Staff CPD

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise through this, we will hold Carrers related CPD sessions on our annual staff CPD timetable. Staff CPD will be identified through performance management and Career team meetings. CPD will support the school improvement plan. Key staff also attend local career meetings to share good practice with other local secondary schools and career providers. Cedars Academy is part of the SEND Careers Hub and Gateshead Careers Network.

Quality Mark

The school will be working towards achieving an externally-assessed CEIAG Quality Award which is nationally validated by the overarching national kite-mark which is the Quality in Careers Standard.

This policy is reviewed bi-annually (as proposed by Careers Development Institute, November 2019.)

Date of policy review: September 2019

Next Policy review date: Autumn 2021

References

- CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide
<http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>
- DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf
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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf
- Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012
<http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>
- www.careersengland.org.uk Quality in Careers Standard
- www.cegnet.co.uk The Careers Education Support Programme
- www.aceg.org.uk The Association of Careers and Guidance Teachers
- www.ofsted.gov.uk Office for Standards in Education
- www.qca.org.uk Qualifications and Curriculum Authority

Approved by Cedars Academy Governing Body: September 2019

Review Date: Autumn 2021

Person responsible: J Vincent