

The Manor Academy CEIAG Policy Statement



The Manor Academy

Careers Education, Information, Advice and Guidance Policy (CEIAG)

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2018.

The Manor Academy careers programme aims to:

- Equip students with the skills, knowledge and attitude to make well informed, realistic decisions at each key stage of transition.
- To develop students' employability skills in preparation for the world of work.

The Manor Academy Background & Ethos

The Manor Academy aims to challenge aspirations by inspiring each child to succeed in a high-achieving and caring environment. By committing to the Schools ethos, the environment encourages students to *aspire*, **achieve** and *excel* by enabling them to gain academic qualifications and personal skills that provide them with the courage and confidence to lead a successful and happy life.

The ethos is embedded into the careers programme as the curricula and careers activities encourage students to raise their aspirations which help influence raising attainment both academically and in the development of personal and employability skills.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

2. Roles and responsibilities

2.1 The Governing Board is responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 11. However, guidance can and does begin in Y7
- Ensuring that arrangements in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships. The School's Provider Access Policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the careers policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's **Complaints Procedure Policy**.

2.2 The Careers Leader is responsible for:

- Managing the provision of careers information, advice and guidance.
- Liaising with the leadership group, the Governing Body and the careers adviser to implement and maintain effective careers guidance for one to one interviews, attendance at appropriate parents events and careers fairs.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Tutors, Heads of Year, mentors and the SENCO to identify pupils needing guidance.

- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers, tutors, non-teaching staff by providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

2.3 The Careers Adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress.
- Providing a thorough, personalised career service throughout the school from Y8 –Y11.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week on a Thursday to drop in and discuss their options.

- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offer a sign posting service to pupils

2.4 Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. A stable careers programme

3.1. The Manor Academy has its own careers programme in place which is working towards meeting the requirements of the eight Gatsby Benchmarks. The benchmarks are to be achieved by 2020. The programme will be reviewed termly against the benchmarks to ensure it remains on target.

3.2. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. Laura O'Connell, the School's careers advisor and leader with assistant head teacher John Sully being the SLT link.

3.4. Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.

3.5. The Leadership group and careers leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

4. Labour market information

4.1. The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.

4.2. Pupils and their parents will be referred to access quality information and advice from a range of quality assured websites.

4.3. The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the

salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

4.4. The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

4.5. The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

4.6. The school will make use of local enterprise partnerships to provide pupils with meaningful interactions to explore different labour sectors. The information provided through the partnership will be used to shape career guidance and workshops in schools.

4.7. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

5. Addressing the needs of each pupil

5.1 The schools careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices which are relevant to what they feel they can achieve.

5.2 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender, diversity groups and those with SEND, can consider the widest possible range of careers.

5.3 Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely. The school will allow access to this information, should a pupil or their parents request it.

5.4 The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Leadership group and careers leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Targeted support

6.1. The school will work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

6.2. The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 further education.

6.3. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

6.4. The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.

6.5. The careers leader will engage with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

7. Pupils with SEND

7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

7.2 All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.

7.3 The school will work with families of pupils to help them understand what career options are available.

7.4. Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual pupils' aspirations; the results will be used to personally tailor careers guidance.

7.5. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Careers Leader, SENCO and Careers Adviser are involved with this.

7.6. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters

with employers and provided with any special support that will allow them to benefit fully from the experience.

7.7. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment work with training or higher education if applicable.

7.8. The SEND local offer will be utilised; annual reviews for a pupil's education, health and care plan (EHCP) will be informed by good careers guidance.

7.9. When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Curriculum

8.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.

8.3. Pupils are expected to study the core academic subjects at GCSE, including English, maths, science and other options which may include history, geography and a language.

8.4 Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

8.5. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.

8.6. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace.

These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

9. Work experience

9.1. The Manor Academy will ensure that all pupils have had at least one experience of a work place by the age of 16 and two by the age of 18.

10. Further education (FE)

10.1. Pupils are required to remain in education or training until their 18th birthday.

10.2. The school will provide pupils with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

10.3. Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all pupils in Years 8 to Year 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

10.4. The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to Year 11, by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops.

10.5. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10.6. A policy statement will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

11. Personal guidance

11.1. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16.

11.2. Careers advisers will meet the professional standards outlined by the Career Development Institute.

11.3. Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.

11.4. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have the careers adviser who will build a relationship with them to better understand their individual needs.

12. Information sharing

12.1. The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's DOB or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

12.2. The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

13. Monitoring and review

13.1. The governing body, in conjunction with the Leadership group and careers leader will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.

13.2. The Leadership group and careers leader will make any necessary changes to this policy, and will communicate these to all members of staff.

13.3. The next review date for this policy is **January 2020**.

Signed by:

Head Teacher:

Chair of Governors:

Date:

Date of next review: January 2020