

# CEIAG Policy

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Policy owner (Job Title):	Assistant Headteacher
Governing body oversight:	FGB
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## **Principles**

High expectations, high aspirations and high achievement rely upon a positive working environment based upon respect. For us, respect means unconditional positive regard for everyone in our learning community. A strong moral purpose enables students to grow into independent, responsible young adults who can access a happy and healthy future.

Our values and ethos mean we have the highest expectations of our students and their potential. We recognise that Careers Education, Information, Advice and Guidance (CEIAG) makes a significant contribution to preparing our students to take their place as suitably qualified and responsible adults within society, who can make informed choices and achieve personal and economic wellbeing throughout their lives. CEIAG will enable students of Birchwood High to develop key employability and enterprise skills which are highly valued by employers, colleges, universities and apprenticeship providers. By engaging parents and the local community our aim is for every student to fulfil their potential and be inspired to achieve a successful future. It is with this objective that our CEIAG programme has been developed, alongside reference to the recommended 8 Gatsby benchmarks.

## **Commitment**

CEIAG at BCHS will:

- Provide a planned programme of activities to which all students from Years 7-13 are entitled, which will help them to plan and manage their careers.
- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the students' needs.
- Follow best practice guidance from the careers profession, the CDI and other expert bodies, including the Careers and Enterprise Company.
- Work in partnership with the outside providers including colleges, universities, apprenticeship providers, employers, the local authority and Job Centre Plus to ensure all students access education, employment or training after KS4 and KS5.
- Aim to provide inspiration and aspiration as well as advice about Local Market information (LMI). Making full use of resources and information made available to us through The Pledge and the Local Enterprise Company.
- Liaise with parents about LMI and raising aspirations.

## **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, marking and special educational needs and disabilities (SEND).

## **Learning Outcomes**

Students are entitled to CEIAG which meets professional standards of practice, and which is person centred, personalised and impartial. CEIAG activities will be embedded in the curriculum and based

on a partnership with students and their parents and carers. The programme will raise aspirations, challenge stereotyping, and promote equality and diversity.

All students in the school will:

Take part in careers education programmes across years 7-13 that help them to:

- Understand their education, training, employment and other progression opportunities.
- Develop the skills they need to plan and manage their own personal development and career progression.
- Understand the requirements and possibilities within further and higher education and gain knowledge of apprenticeships and vocational pathways.
- Access relevant information and learning from taster activities and experience of work.
- Make and maintain individual progression plans to help them improve their prospects of success.
- Have opportunities for a personalised careers guidance interview with our professionally accredited (level 6) independent careers adviser, Rose Ireland.
- Engage with people, ideas, challenges, and applications from the business world.
- Have opportunities to learn about STEM related careers.

### **How the Learning Outcomes will be achieved**

All students from years 7-13 will have access to a comprehensive and impartial careers programme and work-related activities. This will be based on the Gatsby Benchmarks, alongside the CDI Careers Development Framework, and will include delivery of CEIAG topics.

- Careers interviews
- Careers presentations and activities
- Careers activities with employers
- Guest speakers
- Mock interviews
- Attendance at Careers Fairs
- Transition meetings for targeted students
- University visits
- Apprenticeship talks
- STEM (science, technology, engineering and maths) activities across the curriculum
- Access to online portals and provision such as the National Careers Service
- Careers activities within curriculum areas

A careers programme and entitlement statement will be placed on the school website at the start of the academic year.

Where possible, work experience will be actively encouraged for every year 10 in the spring term each year and year 12 in the summer term. It will aim to provide students with a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career plan effectively. For those students who do not access work experience they will have planned activities and an experience of the workplace.

Employers from a variety of careers will be invited into schools and where possible students will be taken to visit a number of local businesses, colleges and universities.

All students will have access to, and support with using careers information that is:

- Easy to find and available at convenient times and in convenient locations including via the internet.
- Clearly labelled and referenced.
- Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help.
- Unbiased and up-to-date.

This information can be found:

- On the school website
- Careers displays
- Assemblies
- Careers Guidance Interviews
- Links with local businesses

#### Roles and Responsibilities

- To address the needs and circumstances of our students, face to face interviews with an independent careers adviser will be available for all students year 8 upwards with a particular focus on students with SEN (special educational needs) or disabilities and those for whom the Pupil Premium is paid.
- We will work with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers to ensure that students have access to the full range of options available to them at each stage of their education. (See Provider Access Policy)
- Students will be made aware of the requirement to continue to study Maths and/or English after KS4 if they do not achieve a grade 4 or better.
- The careers lead will seek representatives from each curriculum area to ensure careers is planned into subjects with meaningful extra-curricular and links to each Enrichment Hub.

#### Monitoring and Evaluation

This policy will be monitored through:

- Quality assurance processes which include lesson visits, student voice interviews in line with the schools QA policy.

- SLT monitoring of quality assurance processes through coaching meetings, lesson visits, interviews with staff and students.
- SLT reporting to governors.
- Student voice feedback – Future Skills Questionnaire.
- Governor link visits.
- External review processes such as those led by Ofsted, HMI and challenge partners.
- Regular reviews of partnership activities with providers.
- We will evaluate our success in supporting students to take up education and training which offers good long-term prospects through analysis of internal destination measures and DfE destination measures data.

We will use the Compass+ tool in collaboration with the local Enterprise Adviser from The Pledge to record progress against the 8 Gatsby benchmarks and identify areas for improvement.