



**DROYLSDEN**  
Academy

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

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**Linked Policy:**

**Provider Access Policy** <http://www.droylsdenacademy.com/key-policies/3528.html>

**Linked Documents:****Appendix 1 Summary of the Gatsby Benchmarks**

*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'*. DFE, January 2018

## 1.0 Introduction

- 1.1 All young people need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. A young person's career is the progress they make in learning and work. The policy has been reviewed in line with the published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, October 2018)
- 1.2 Droylsden Academy is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-11, in partnership with the Positive Steps Service and supporting agencies like GM Higher, our Enterprise Coordinator and advisor and GMACS. We also have a close relationship with local colleges and sixth-forms.
- 1.3 The aim of the careers programme is designed to meet the needs of students at Droylsden Academy. It is designed to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- 1.4 Students are entitled to CEIAG which meets professional standards of practice and which is person centred and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.
- 1.5 This policy accepts the 8 Gatsby Charitable Foundation's Benchmarks as set out in the DfE guidance. A copy of the Gatsby Benchmarks can be found in Appendix 1.
- 1.6 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships and should be referred to in conjunction with Droylsden Academy's Provider Access Policy. The Provider Access Policy can be found on the Academy website <http://www.droylsdenacademy.com/key-policies/3528.html>

## 2.0 Policy scope, management and staffing

- 2.1 All members of staff at Droylsden Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader. All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered during form time by the tutor and whole-school through the Curriculum where each Curriculum Area has a member of staff identified as a Careers Advocate. Aspects of CEIAG are also delivered through external providers (e.g. GM Higher, Young Enterprise, The Chartered Institute for Insurance, local employers, and NCOP funded programmes) via 'Drop Down Days'. We also work closely with the Academy's Enterprise Coordinator and Adviser and make significant use of Xello (GMACS) platform.
- 2.2 The CEIAG Coordinator (Mrs C Ormrod: [cormrod@droylsdenacademy.com](mailto:cormrod@droylsdenacademy.com)) arranges the external careers programme and is responsible to the Director for Character and Life Skills (Mr S Jackson: [sjackson@droylsdenacademy.com](mailto:sjackson@droylsdenacademy.com)) who is strategic lead for CEIAG. Both members of staff can be contacted via telephone: **0161 301 7600**
- 2.3 The additional CEIAG programme is planned, monitored and evaluated by the CEIAG Coordinator in consultation with the Director of Character and Life Skills and with the Positive Steps personal adviser who provides specialist careers IAG.
- 2.4 Careers information is available in the Library which is maintained by the CEIAG Coordinator and also displayed on the Careers boards around school.

### **3.0 Objectives:**

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

4.1 The school has a series of statutory duties:

- 4.1.1 All registered students at the school must receive independent careers advice in Years 7 to 11
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - 4.1.3 This advice must cover a range of education or training options
  - 4.1.4 This guidance must be in the best interests of the student
  - 4.1.5 There must be an opportunity for education and training providers to access students in Year 7 to Year 11 in order to inform them about approved technical qualifications or apprenticeships. This is addressed in the separate **Provider Access Policy**.
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. This Provider Access Policy and these arrangements are published on the Academy Website
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1 and are outlined in section 3.
- 4.3 Droylsden Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The Academy will continuously monitor its CEIAG offer and seek further improvement. This will be undertaken by the personnel involved in the design and delivery of the programme as well as by external stakeholders such as our Enterprise Coordinator.

### **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the Academy has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Based on the eight Gatsby Benchmarks

5.1.2 Meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 11.

5.3 There will be a member of the governing body (Mr S Jackson, who is also the Academy's staff governor) who takes a strategic interest in CEIAG

## 6.0 Provider Access

6.1 This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. This section of the Policy should be read in conjunction with the **Provider Access Policy**.

6.2 All students in Years 7-11 are entitled:

6.2.1 To 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;

6.2.2 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;

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 The separate **Provider Access Policy** shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## 7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Leader, CEIAG Coordinator and CEIAG events are supported and monitored

7.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders (including student, parent and staff voice)

7.2.2 Feedback from external visitors to the school such as external training and education providers

7.2.2 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools, within Tameside and nationally.

7.3 The Governing Body of Droylsden Academy will review this policy every two years

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</li> <li>• All students should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for</li> </ul>

		each student on their education, training or employment destinations.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>• By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</li> </ul>
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</li> <li>• By the age of 18, all students who are considering applying for university should have had at least two visits to</li> </ul>

		<p>universities to meet staff and students.</p> <ul style="list-style-type: none"> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8. Personal guidance</b>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> <li>• Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>