CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

Current Status:	Up to Date	Last Reviewed:	
Responsibility for Review:	Head of Careers	Next Review:	
Approved By:	LGB	Dated:	

Rationale

CEIAG makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality provision should include the following elements from the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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 careers guidance from a qualified adviser

The programme should also be regularly monitored, reviewed and evaluated using the Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims

Our aim is to help students, through careers work-related activities and employer interventions, to be able to:
- Develop their understanding of themselves in relation to future learning and employment opportunities
- Raise aspirations and increase motivation to enhance their opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills
- Not become NEET individuals (Not in Education Employment or Training)

Statutory Duties

We will fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial careers information. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.
- Publishing the arrangements for training providers to access students on our website.
- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Governing Body

In line with Section 42A of the Education Act 1997, the governing body must:-

- o Ensure all registered pupils of the school are provided with independent careers information and guidance from year 7 onwards.

- o Ensure careers information is presented in an impartial and unbiased manner

- o Ensure careers information includes the range of education of training options and apprenticeship opportunities

- o Ensure careers information and guidance promotes the best interest of the pupils to whom it is given

- o Provide clear advice and guidance to the Head of School on which they can base a strategy

- o Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 7 onwards, to ensure students are aware of the routes available to them at transition.

All Governing bodies have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. The Governing body is encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the Governing body. The nominated individual from the Governing body should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- o SEN/ Learning support policy
- o Equality and Diversity policy
- o School Improvement Plan
- o Safeguarding policy
- o Health & Safety policy

Commitment

CEIAG is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority at Witchford Village College. We are committed to ensure every student receives maximum benefit from the programme of careers education activities and we do this by using a whole school approach involving parents, carers, external CEIAG providers, employers and any other agencies or individuals deemed appropriate.

- o **Organisation, management and staffing**
  The careers provision is managed on a day to day basis by the Head of Careers who reports directly to the Head of School. The Head of School has the overall management of careers strategy through the school improvement

plan. The Head of Careers also works alongside the PSHE lead to ensure careers elements are delivered through the programme to all year groups.

- o **Staff development and CPD**
  All opportunities for staff to take part in careers CPD are discussed at SLT level, with time allocation during INSET or other allocated sessions as deemed appropriate. External careers training opportunities are only offered with express agreement from the Head of School and at his discretion.
- o **Resources**
  An annual budget is set and agreed by SLT. The Head of Careers is the Budget Holder and all monetary requests are made by purchase order through the ELA Financial Procedures.

Curriculum Opportunities
The curriculum includes planned learning, which is undertaken through:

- A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -11.

- Employer Engagement and Work-Related Learning for Years 7 -11

- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:

  - Grow throughout Life
    Grow throughout life by learning and reflecting on yourself, your background and your strengths

  - Explore Possibilities
    Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

  - Manage Career
    Manage your Career actively, make the most of opportunities and learn from setbacks

  - Create Opportunities
    Create opportunities by being proactive and building positive relationships with others

  - Balance Life and Work
    Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community

  - See the Big Picture
    See the big picture by paying attention to how the economy, politics and society connect with your own life and career

(Taken from the CDI Career Development Framework April 2021)

- **Access to a qualified specialist source of impartial careers guidance.** The guidance adviser should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).

- **Access to individual information and advice for Years 7 -11 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](#) ,[icanbea](#) and [Amazing Apprenticeships](#)

Outcomes, Monitoring, Review and Evaluation

Monitoring, reviewing and evaluating the careers programme is the responsibility of the Head of Careers and is carried out in order to ensure that quality and consistency of the careers programme is maintained throughout the whole school. The outcomes are measured against the Gatsby Benchmarks and the CDI (Careers Development Institute) Framework so ensuring continuous improvement. The methods of measuring these outcomes can include parent and student surveys, staff feedback, destination data analysis and completing Compass (Gatsby Benchmarking tool).

The Quality Award is also evaluating and validating the careers education programme and this was achieved in January 2024.

Partnerships, Stakeholders and Employer Engagement

At WVC we work in partnership with the following agencies:

- County Council in respect of their provision of Destination Data and their Transition Team in provided specialised support for a targeted group of students.

- As an Opportunity Area we are allocated an Enterprise Co-ordinator and Enterprise Advisor who we work with in conjunction with local employers to ensure that our students achieve the expected employer engagement.

- Further and Higher education providers in order to explore student's aspirations when leaving WVC and providing up to date information of their offer, as well as off site experiences and taster days.

- Link with St Johns College, Cambridge University to ensure that we encourage all students to reach for higher aspirations. This also includes work with NEACO, who promote Higher Education to students who may be more disadvantaged in a social or economic way.

- Training providers who can offer specialist information to students ie. Futures First, Form the Future, Aim Apprenticeships and other recognised providers.

- Local companies and businesses

- The local Job Centre in order to provide LMI information and support

Engaging with Parents/Carers

At WVC we recognise that parents and carers can have the most important influence on a young person's career choices. We understand the importance of involving parents and carers in specific discussions to ensure that the best possible outcomes can be secured. Our website has a section for parents and carers, which has all up to date information from work experience opportunities to post 16 information. All careers information is sent out via Edulink, weekly parent bulletin and the SWAY to all parents as deemed necessary. Heads of House and SLT are always available at parent's evenings to also respond to any concerns and queries that parents or carers may have.

Communication

The parents section on the school website is an effective tool to communicate information about the careers provision and is regularly updated. Each week students have sight of a student bulletin during tutor time, which gives full information to all years on careers events and information. Students receiving individual emails of necessary information via the school email system also back this up. The Head of Careers networks through the Enterprise Co-ordinator and Advisor in order to communicate with local businesses and other partners, as well as engaging via the telephone, and face-to-face at regular business network events or careers fairs. Through the Access Policy Statement, all businesses and education providers are able to approach the school in order to inform students about all pathways that are available to them.

Vulnerable Groups

Some students, who are deemed to have additional needs, will be identified by WVC and each case will be supported to access the careers provision as required. The Head of Careers will work with the SENCo and APU Manager to determine what the needs are to ensure that a tailored provision is supportive and effective to the individual.

Government Definition

High quality careers education and guidance in school or college is critical to young people futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic. The department urges senior leaders to back their careers team, especially their Careers Leader and to invest in personal guidance provided by a qualified careers advisor. This will allow the continued delivery of high-quality, progressive careers programmes that support all students to acquire the knowledge, skills and confidence to fulfil their potential. (Dept of Education "Careers Statutory Guidance for schools – January 2023)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

- **Careers Education** - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

- **Work Related Learning** – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

- **Employer Engagement** - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

- **Personal Career Guidance** **–** delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

- **Information, Advice and Guidance (IAG)**
  IAG can be delivered by a number of people in and out of the school environment – for example:- careers leaders, tutors, teachers, house managers, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

- o **Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, careers fairs, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

- o **Impartial** is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

APPENDIX 2 | Learners' Entitlement

Your Careers, Employability and Enterprise programme will help you to:
- o Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- o Find out about different courses, what qualifications you might need and what opportunities there might be
- o Develop the skills you may need for working life
- o Make realistic, but ambitious, choices about courses and jobs
- o Develop a plan of action for the future
- o Understand the different routes after Year 11 including training, further and higher education, apprenticeships and jobs
- o Be able to make effective applications for apprenticeships, jobs, training and further and higher education
- o Develop your interview skills
- o Improve your confidence

You will receive:
- o Careers lessons during PSHE, activities or opportunities
- o Access to a dedicated Careers professional based on the school site
- o Guided tutor time
- o Access to the career information resources via a range of media
- o Guidance interviews – from a trained specialist if your needs can't be met by staff in school
- o A range of experiences of work and opportunities to meet employers inside and outside of the classroom
- o Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:
- o Treated equally with others
- o Given careers information and advice that is up to date and impartial
- o Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- o Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

#	Benchmark	Description
1	**A STABLE CAREERS PROGRAMME**	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.
2	**LEARNING FROM CAREER AND LABOUR MARKET INFORMATION**	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.
3	**ADDRESSING THE NEEDS OF EACH STUDENT**	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.
4	**LINKING CURRICULUM LEARNING TO CAREERS**	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.
5	**ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**	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.
6	**EXPERIENCES OF WORKPLACES**	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.
7	**ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**	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.
8	**PERSONAL GUIDANCE**	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. They should be expected for all students but should be timed to meet their individual needs.

Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
Grow throughout life			
Explore possibilities			
Manage career			
Create opportunities			
Balance life and work			
See the big picture			