



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

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Introduction and Rationale

Careers education is a very important part of what is offered at Marling School to students to prepare them for their future. The Careers Education, Information and Guidance (CEIAG) helps young people to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and work, and to help them manage their careers and sustain employability throughout their lives.

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 7-13 (“Careers guidance and access for education and training providers” DfE 2017.) This (Careers) education is delivered within programmes of life skills lessons, tutor time, assemblies, visitors and through the wider curriculum.

Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress. Effective personalised IAG enhances and complements careers education and is available from Years 7 to Year 13. Careers Education combined with effective information, advice and guidance is critical to young people’s educational career in:

- Creating ambitious students who aspire to do well.
- Choosing subjects at KS3 and KS4 options.
- Helping to motivate students towards goals at School and later life.
- Choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole School curricular development of students’ employability skills, which are listed below;

- Self-management.
- Team working.
- Business and customer awareness.
- Problem solving.
- Communication and literacy.
- Application of numeracy.
- Application of information technology.

Purpose

This policy sets out the nature and aims of Careers Education at Marling School. The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the “Gatsby Benchmarks” (See Appendix 1) :-

- To enable all students to develop the self- knowledge and skills that they need to empower them (students) to plan and manage their own futures.
- To offer all students at least one meaningful encounter* with an employer each year from year 7 to Year 13 by the end of 2020. Some of these encounters will be with STEM employers.
- To respond to the needs of each student and to support their progress.
- To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.

** 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.*

- To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
- To ensure students have a good understanding of the wide range of opportunities they have available to them by all ranges of providers in education. (See Provider Access Legislation documentation for details)
- To actively promote equality of opportunity and to challenge stereotypes.
- To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.

The following procedures have been put in place to implement this policy:

Staffing

All staff are integral to CEIAG. Careers focused sessions are delivered by relevant staff and the School contracts an Independent Careers Advisor (five days a month) to provide impartial and independent careers advice and guidance. This is available to students from Year 9 to Year 13.

Delivery

The careers programme includes careers education sessions through life skills, tutor time and careers guidance activities such as Employability Skills days. This as well as individual interviews, information and research activities, and work-related learning including work experience. Careers education is also present throughout the curriculum in all subject areas. Subjects embed Careers education themes within schemes of work to educate students on how the curriculum links to future careers and education pathways.

Careers information, advice and guidance is very much a whole School activity – every member of staff, when approached, should respond with appropriate guidance and support.

Links with the Local Authority

The School will work with the Local Authority, including sharing information such as destinations data. In particular, in accordance with Section 13 of the Education and Skills Act 2008, the School will notify the Local Authority whenever a 16 or 17 year old leaves an education or training programme before completion.

Evaluation

The quality of careers education shall be evaluated by;

- The analysis of the destinations of students after they have left the School and, where available, information about their progress in further or higher education, training and employment.
- Self-evaluation of the programme using the Careers and Enterprise companies Compass+ evaluation tool 3 times a year.
- Survey data information reviewed from students in the School and also through exit surveys towards the end of Year 11 and Year 13.
- Feedback from students who have used the services of the Independent Careers Adviser.
- Feedback from employers.
- Feedback from parents /carers.

Appendix 1

The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents/carers, teachers, governors and employers.
2	Learning from career and labour market information	Every student, and their parents/carers, should have access to good quality information about future study options and labour market opportunities. They will have the support of an informed adviser to make the best use of the available information.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The 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 could 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 to 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 staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Ref: Statutory Guidance: Careers Guidance and Access for Education and Training Providers DfE, January 2023.

https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers_.pdf