

CEIAG

Career Education, Information, Advice and Guidance



Careers and Ofsted

Timing	Action
Ongoing (legal duty from September 2012)	<ul style="list-style-type: none">• Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
Ongoing (legal duty from 2 January 2018)	<ul style="list-style-type: none">• Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.• Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
From September 2018 (legal duty)	<ul style="list-style-type: none">• Every school must publish details of their careers programme for young people and their parents.

Source: DfE Careers guidance and access for education and training providers, Oct 2018



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- Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.
- For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.

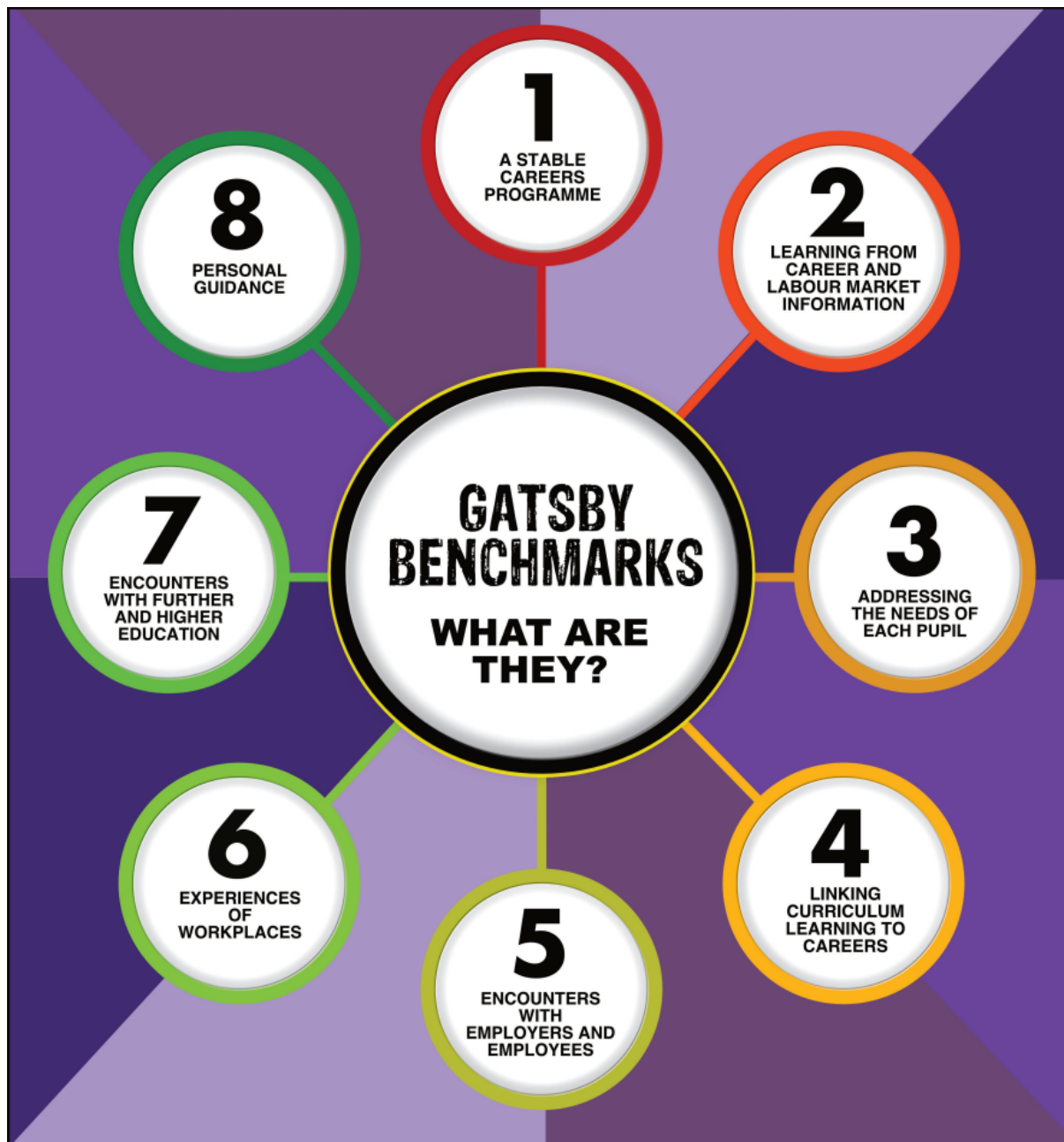


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‘Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.’

[School Inspection Handbook, May 2019]





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.

1. A Stable Careers programme

In place

- Careers lead identified alongside governor with responsibility for CEIAG
- Action plan developed with Enterprise Co-ordinator and Enterprise Advisor
- Supported by SLT and resources allocated including funding for Careers Advisor
- Working alongside newly appointed PSHE coordinator to further develop CEIAG education within our discrete PSHE session weekly
- DJ undertaking Teach First course



2. Learning from Career and Labour market information

In place

- Independent and impartial Careers Advisor appointed – supporting all year 11 students in applying for college
- Year 9 PSHE: Informed career choice and employment skills
- U-Explore START introduced to students during Year 10 PSHE lessons, IAG and year 6 promotion evening – up-to-date careers and labour market information
- National Careers Week programme of activities
- Continued development of Academy Website and use of social media



3. Addressing the needs of each pupil

In place

- Students receive an action plan generated from IAG – this is followed up as required by Careers Advisor
- IAG for all year 8 prior to Options being chosen
- Work Experience support and adaptation for students with SEND
- RONI list RAG rated – informs support and includes tracking of intended destinations – collaboration with local MAT
- Mentoring programme to support vulnerable students – with trained educational mentor
- Raising Aspirations programme for ‘at risk’ identified students led by DEBP
- Careers Local funding for Careers Mentoring programme for underperforming students
- Mock results day advice and support
- Think About The Future – Y11



4. Linking curriculum learning to careers

In place

- STEM activities led by HoS Technology inc. Girls in Engineering conference and E:On activity sessions.
- Financial literacy taught to all students in year 10/11 including qualification (Cert. in Financial Literacy)
- PSHE: Raising aspirations and equal opportunities (year 7); Financial literacy (year 8); Employability skills (year 9); Informed career choice and employment skills (year 9); Careers and personal statements (year 11)
- PE: This Girl Can and Sports Leaders
- Business: Coursework to focus on local social enterprise and other SME
- CPPD – Developing careers related learning in the curriculum



5. Encounters with employers and employees

In place

- Business Mentoring programme for vulnerable students – build confidence and employability skills
- Raising Aspirations Day – Year 10 students listen to talks from our alumni and develop confidence in interviews with business professionals.
- Work Experience for all Year 10 students
- Careers Fair for Year 10
- Skills Show for all of Year 8



6. Experiences of workplaces

In place

- Work Experience week for all year 10 students
- Assemblies from people in the workplace for each year group during National Careers week



7. Encounters with further and higher education

In place

- Year 7, 8 & 9 participate in local university visits
- Year 9 – 11 disadvantaged MAAT students on Discover US with Sheffield University scheme to encourage disadvantaged students to consider a university education in the future.
- Post 16 Taster Day – Year 10 with local further education and training providers
- Year 11 Post 16 option assemblies – with local providers
- Careers Fair - with over 20 local colleges, apprenticeship and training providers (year 8 to 11 invited)



8. Personal Guidance

In place

- All students have an IAG with professional and impartial Careers Advisor – follow-up appoints made if concerns are raised.
- IAG for all year 8 prior to Options being chosen
- IAG for year 11 after Mock Results

