



Careers Education Information and Guidance (CEIAG) Policy

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Policy Version Control

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Author	Mrs Ailsa Pape – Assistant Principal (CEAIG Lead)
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1. Introduction

Careers Education, Information, Advice and Guidance (CEIAG) programmes make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A well planned, progressive programme of activities supports them in choosing 14–19 pathways that suit their interests and abilities. In turn, this helps pupils to follow a career path and sustain employability throughout their working lives.

At OIEA we believe that ‘outstanding education transforms lives, persisting till we succeed’ this ensures that our students have the choice of what they would like to do when they join the world of work. We believe that every student must be able to make an informed decision about their future so a comprehensive CEIAG programme is an essential part of our academy’s curriculum.

We continue to review, monitor, and evaluate our CEIAG offer by speaking and listening to all stakeholders: our pupils, parents/careers, staff and our external partners. Careers Education, Information, Advice and Guidance (CEIAG) at OIEA is an integral part of the preparation of all pupils for the opportunities, responsibilities, and experiences of life in modern society. All CEIAG is impartial and unbiased.

2. What is CEIAG?

Careers Education, Information, Advice and Guidance (CEIAG) consist of:

2.1. Careers Education

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work. Careers Education takes place mainly through work in lessons, through activities on ‘Drop-down’ days and in assemblies.

2.2. Careers Information, Advice and Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It is impartial, pupil centred and confidential. Careers Guidance takes place mainly through individual support and can be done through external advisors.

3. Our Aim

OIEA is committed to providing our pupils with a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all pupils from Years 7–11. We follow the National Framework for CEG 11–19 in England (DfES, 2015), The Government Careers Strategy (DfES, 2018) and other relevant guidance from GATSBY Benchmarks and Ofsted as it is published.

4. Policy Aims

The aim of our Careers Education, Information, Advice and Guidance Policy is to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Make students aware of the careers landscape and opportunities in Derbyshire and the East Midlands
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.

- Offer targeted support for vulnerable and disadvantaged young people.
- Instill a healthy attitude towards work.
- To involve parents/carers

5. CEIAG Entitlement Statement

We offer high quality, impartial careers guidance that helps pupils to make informed choices about which courses suit their academic needs and aspirations. This prepares them for the next stage of their education, employment, self-employment, or training.

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training, or employment and for their adult life. We are committed to Careers education as a vital means of giving all pupils the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education will prepare all pupils for the opportunities, responsibilities and experiences of education, training, and employment and the challenges of adult life. Careers education will both compliment and integrate with the PSHE programme. Emphasis will be upon impartial, confidential, and informed advice, delivered within a framework of Equal Opportunities.

OIEA works with independent careers advisors to help raise aspirations and to enable us to fulfil our statutory responsibilities.

6. Statutory Duty – Key Points

The government produced further statutory guidance in March 2015 for schools in relation to their career's guidance offer.

The statutory duty requires governing bodies to ensure that all registered pupils at the academy are provided with access to independent careers guidance from Year 8 to Year 11.

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Promotes the best interests of the pupils

To further evidence our commitment to raising the standard and quality of CEIAG provision offered to our pupils, we are working towards and applying for the new Quality in Careers Standards Award.

7. Equality and Diversity

Equality information has been gathered from a variety of sources on the equality protected groups in relation to CEIAG, learning and the labour market. This data covers:

- Employment rates
- Unemployment rates
- Particular barriers affecting access to the labour market
- Particular barriers affecting progress within work
- Qualification and achievement levels
- Level of career aspirations and information on the types of career and learning choices
- Analysis of school leaver destination:

7.1. Key focus on NEET pupils

It is our aim for all pupils who leave Year 11 to go into further, Post-16 education or full time employment. All staff involved in Careers Guidance have a responsibility to promote equality of opportunity, which ensures that all pupils have an entitlement and appropriate access to Careers Guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given will be impartial and confidential. Students will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination. Those pupils deemed at risk of not being in education, employment or training after they leave us in Year 11 are supported by the West Sussex Careers Team.

7.2. Learning Differences and Development

Please refer to the following policies [here](#):

- Child Protection & Safeguarding Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality Policy

Other Documents Informing the Careers Programme

- [‘Good Career Guidance’ \(Gatsby\)](#)
- [CDI Framework](#)
- ‘The Careers Leader handbook’ (Andrews & Hooley, 2018)

8. CEIAG Staffing

8.1. Key job roles

SLT Careers Lead	Mrs Ailsa Pape
Email	apape@oiea.co.uk
Telephone	0115 9303724
Work Experience Coordinator and Level 3 advisor	Mrs Rebecca Wingfield
Email	rwingfield@oiea.co.uk
Telephone	0115 9303724
Lead Governor for Careers	Trevor Hunter
Email	thunter@oiea.co.uk

8.2. All staff

All members of staff are involved in preparing pupils for personal and working life, both as a young person and as an adult. All tutors take a role in CEIAG, e.g. preparation of references, support during selection of KS4 options. Staff also display career opportunities within their departments. All tutors and staff members will contribute to Compass-Plus, which will track each pupil's journey in careers and guidance during their time with us.

9. Implementation

OIEA will achieve this policy's aims by:

- providing in-house and external (if deemed appropriate) inset to staff to support teaching and learning opportunities within the curriculum and to develop confidence and knowledge when teaching CEIAG lessons as part of the tutor or PSHE programme.
- ensuring departments signpost careers links within their subject, both in documentation and in classrooms, and provide time for this to take place.
- promoting a variety of opportunities for career and employability learning outside of regular lessons through visits, speakers, workshops, drop-down days and business links (see CEIAG Plan)
- developing links with identified stakeholders, including further and higher education providers, training providers, parents, alumni and local businesses.
- tracking progress against the Gatsby Benchmarks
- working in partnership with the academy's allocated Careers and Enterprise Coordinator to ensure high quality careers guidance.
- developing mentoring opportunities through business links
- ensuring all pupils participate in bespoke careers lessons through the PSHE curriculum.
- ensuring all pupils have opportunities to visit education/training providers and companies during their time at school.
- ensuring all pupils have access to online information through START (Starting September 2020)
- ensuring all pupils experience the world of work in Year 10.
- providing extended careers learning opportunities (including extended work experience placements where necessary) for targeted pupils.

10. CPD

OIEA's CPPD programme ensures that:

- areas for staff development are identified through line-management meetings and compulsory staff surveys.
- those responsible for the leading of Careers Education are given external support through the Careers and Enterprise Company and OAT training.
- academy staff, including academy leaders and Governors, are kept up to date with the latest Government requirements
- the academy shares good practice through OAT working parties and half-termly local school network meetings.

II. Evaluation and Monitoring

- The Careers Leader, Governor responsible for Careers and Senior Leadership Team are responsible for an annual review of CEIAG.
- Reviews and evaluations are expected to be carried out termly on an informal basis. Feedback from staff, pupils, parents and external partners forms a key part in evaluating the Careers Programme and targets are set for the next year.
- Student voice is integral in planning and reflecting on what we do and is carried out in tutor time, via student surveys and in small group discussions.
- To ensure quality we are committed to working towards achieving the highest level in the national Quality in Careers Standard.

Appendix I - The Gatsby Benchmarks

THE BENCHMARKS

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.