



Policy title	Careers Education Information Advice and Guidance (CEIAG)
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## Careers Education Information Advice and Guidance (CEIAG) Policy

### Rationale

Effective CEIAG provision has an inestimable impact on young people's lives, enabling them to make successful transitions, and to achieve positive educational, economic and social outcomes.

### Principles:

- Effective CEIAG provision, which is conducive to well-informed decision-making and plans for the future, is an entitlement for all students.
- Effective CEIAG provision raises aspirations and attainment by contextualising and emphasising the relevance of academic learning.
- Effective CEIAG provision is personalised, promotes equality of opportunity, and is targeted to individuals' needs from an early age.
- Impartiality and the best interests of students must inform all aspects of CEIAG provision and practice, including internal processes such as GCSE options, and providing access to education and training providers.
- All members of staff are responsible for ensuring that students receive their CEIAG provision entitlement.

### Context

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all students in Years 8 - 11 have access to independent, accurate and impartial information advice and guidance.

More recently, 'Careers Guidance and Access for Education Training Providers' (DfE October 2018) confirms the government's expectation that the following Gatsby Benchmarks will be met by all schools by the end of 2020:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of work places
- Encounters with further and higher education
- Personal guidance

In recent years, the school has established a strong destinations profile which, in 2018, was not adversely affected by the closure of the Sixth Form. However, we recognise the need to respond proactively to changing local circumstances and ensure that appropriate CEIAG remains current and appropriate.

## **Aim**

To help students acquire the knowledge, skills, and confidence needed to make realistic and informed decisions about their future progression, and to manage the transitions from one stage of their education, training and work to the next.

## **Objectives:**

- To ensure that students develop the skills and attributes necessary for success in adult and working life, and that they all leave the school to enter employment, further education or training;
- To make students aware of the range of education, training and careers opportunities, both locally and nationally, which are realistically available to them.
- To equip students with the necessary decision-making skills to manage transitions;
- To encourage students to make good use of the resources available to them to support informed and appropriate choices;
- To foster links between the school, local businesses (via opportunity doncaster, Doncaster Chamber and other relevant organisations) and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To maintain a culture of high aspirations;
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure that all students receive information, advice and guidance which is appropriate to their individual needs.

## **Provision and Practice**

- (i) The school will support students' career development in the following generic ways:
- Careers education is an integral part of the school's Character and Culture curriculum, represented by the "Aspirations strand". Information, activities and appropriate skills development in lessons across the curriculum;
  - Haydays and assemblies to help students make informed decisions about their future;
  - Access to independent and impartial careers advice, both online and in person via Careers Inc.
  - All students will have access to the START website which provides individual careers advice.
  - Monitoring and tracking processes to determine individual needs and inform bespoke interventions;
  - Parental information, consultation and active involvement;
  - Current, relevant and specific information via digital media.
  - Signpost students to relevant external sources of career information.
- (ii) The school will also provide a programme of age specific activities and events. (See Appendix One: The Hayfield School Character and Culture Learning Journey).

## Partnership

The school actively engages with a range of partners to ensure that the CEIAG provision is consistently effective, fit for purpose, and achieves the objectives set out above.

These include:

- Parents and carers. The school recognises the significant influence that parents/carers have on a young person's career choices and is committed to supporting their involvement, particularly at critical transitional stages; for example, Y7 induction, Y8 KS4 options decisions, Y10/11 post 16 destinations.
- Liaison with Post 16 schools, Further and Higher education institutions, Training and Apprenticeship providers, and local employers.
- Doncaster Chamber, JobCentre Plus, Doncaster MBC Careers Hub, and Careers and Enterprise Company.
- CareersInc. The school ensures that it is fully compliant with its duty to secure independent and impartial careers guidance for Years 8 - 13 as required by the 2011 Education Act through its partnership with this well-established local careers guidance company.
- Opportunity Doncaster.
- Ask Apprenticeships.
- Enterprise Advisor.
- HEPP (Higher Education Progression Partnership).

## Roles and Responsibilities

### (i) Careers Leader

The school has appointed a Careers Leader who has the skills, commitment and support from the Senior Leadership Team to deliver the careers programme across all eight Gatsby Benchmarks. The name and contact details of the Careers Leader are published on the website.

- The Careers Leader is responsible for the delivery of the school's careers provision, and ensuring that:
- the school delivers an effective careers programme that meets the expectations set out in the Gatsby Benchmarks;
- the school's careers provision is quality assured regularly and continuously improves, delivering positive experiences and outcomes for students;
- all colleagues who are involved in the delivery of careers provision are appropriately trained and are effective in their roles;
- the contributions of Key Stage Leaders, subject teachers, tutors and SENCO are coordinated effectively;
- the school has published on its website details of its careers programme;
- student destinations are tracked and this information is used to improve the effectiveness of the school's careers programme;
- liaison with external partners, such as employers, learning providers and career guidance services is effective;

- the provision of independent and impartial guidance is effective and represents good value for money;
- feedback from all stakeholders is facilitated and, where appropriate, informs provision and practice;
- periodic reporting to the senior leadership team and the link governor is accurate, informative and effective;
- liaison with tutors, Key Stage Leaders, SENCO, Pastoral Leaders and student welfare colleagues ensures that provision for vulnerable students is effective.

(ii) Governing Body

- With reference to the Gatsby Benchmarks, provide clear advice and guidance to the headteacher on the required strategy for CEIAG provision which meets the school's legal requirements.
- Ensure that young people are aware of the full range of academic and technical routes available to them at transition points.
- Ensure that there is a member of the governing body who takes a strategic interest in CEIAG provision and encourages employer engagement.
- Ensure that arrangements are in place to allow a range of education and training providers to access all students in years 8 - 11 to inform them about approved technical education qualifications and apprenticeships.
- Ensure full compliance with mandatory requirements for the school's website:
  - details of Careers Leader, websites, events,
  - summary of Careers programme,
  - destination data/feedback from students,
  - review on an annual basis, inviting feedback from key audiences,
  - links to helpful careers resources.

### **Quality Assurance and Review arrangements**

The use of Compass. Regular meetings with the school's Enterprise Coordinator (from Careers and Enterprise Company) to evaluate school's progress with Gatsby benchmarking), an online self-evaluation tool which enables schools to assess their careers provision in relation to the Gatsby Benchmarks, is well-established. This has enabled the school to baseline, and consider opportunities to improve, careers provision and track progress and impact over time.

Termly review meetings with CareersInc allow for independent review and evaluation of the school's provision and practice, including student voice activities.

### **References**

**'Careers guidance and access for education and training providers'** DfE October 2018

DfE requirements and expectations of schools/compliance with the duties and statutory guidance:

- Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13. (**“Baker Clause” Legal duty from September 2012**)
- 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. (**Legal duty from January 2018**)
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. (**Legal duty from January 2018**)
- 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.
- Every school should appoint a named person to the role of Careers Leader to lead the careers programme. (**From September 2018**)
- Every school must publish details of their careers programme for young people and their parents. (**Legal duty from September 2018**)

### The Gatsby Benchmarks

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 pupils, parents, teachers and employers.
2. Career and labour market learning	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

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| 5. Encounters with employers/employees | Every pupil 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 pupil 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 FE and HE           | All pupils 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 pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs. |

### **Links to other policies**

- Curriculum policy
- Equality Objectives
- Data Protection (GDPR) policy
- SEN policy
- Safeguarding policy

### **Useful resources**

- Access to a comprehensive range of CEIAG websites and resources can be found on the school's website.
- The school provides a Careers Resource Base for careers interviews and CEIAG.

### **Appendices**

The Hayfield School Character and Culture Learning Journey.