



CEIAG Policy

Careers Education Information and Guidance Policy

2023-2025

Version: September 2023

Ratified by the Board of Trustees

Signed by the Board of Trustees:

Date 18.09.23

To be reviewed every 2 years: September 2025 30.09.2025

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1. Introduction

Careers Education and Information, Advice and Guidance (CE/IAG) provided to students before the end of compulsory school is essential to allow them to make suitable educational and employment decisions and to minimise the potential costs associated with uninformed and unsuccessful choices. Good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. This policy is designed to drive the creation of distinctive experiences both within the Warwickshire Academy and also the wider community.

From DFE Statutory Guidance October 2018

2. Rationale

The Warwickshire Academy is committed to enhancing the employability skills of all learners through providing a planned programme of Careers Education, Information and Guidance for all pupils in Year 8-14. We will deliver impartial Information, Advice and Guidance, work experience, knowledge of the workplace and the development of work-related competencies sometimes through project-based learning with a strong vocational theme. We encourage learners and parents to consider future pathways and destinations post Warwickshire Academy. CEIAG is embedded within the Academy's curriculum pathways promoting equality of opportunity, challenging stereotypes and celebrating diversity.

The Academy recognises the importance of supporting our learners all of whom have an Education Health and Care Plan and promotes work related learning as part of the learning entitlement for all learners based on their own aspirations, abilities, and needs. The policy is developed and reviewed annually through discussions with SLT strategic link, the careers advisor, learners, parents, governors, and other external stakeholders. It is guided by the 'Gatsby' Benchmarks, to ensure best practice and to conform to statutory requirements.

3. Context

The Department for Education in October 2018 updated its statutory careers guidance for schools. Section 42A of the Education Act 1997 requires governing bodies to ensure that all learners at the Academy are provided with independent Careers Guidance:

- Presented in an impartial manner.
- Promote the interests of the learners.
- Includes information on the full range of post 16 education, training or employment options.

The Government also expects Directors to ensure that the Academy's careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The Academy ensures that there is an opportunity for a range of education, training, employers and destination providers to access all learners from Year 8 for the purpose of informing them about approved technical educational qualifications or apprenticeships.

4. What Will This Look Like?

All learners will take part in the Academy's careers programme through bespoke cross curricular sessions and intent within curriculum pathways that supports them to:

- Express, develop and understand their education, training, employment and other progression opportunities.
- Develop the skills they need to plan and manage their own personal development and career/destination progression.
- Access relevant information and learning from community engagement activities as well as experience of work if appropriate.
- Have access to and support with using careers/destination information that is bespoke, timely and up to date.
- Provide feedback and ideas on how to improve the careers programme.

Learners will recognise their own areas of competence and achievement and become independent lifelong learners. This will include:

- Research skills.
- Knowledge of sources for impartial information, advice, and guidance.
- Personal presentation and communication skills, resilience.
- Problem solving skills.
- The ability to market and sell their skills and credentials.
- The skills, values, and attitudes to be self-reliant, positive, optimistic, confident and assertive, to develop emotional intelligence.
- The ability to 'make things happen' rather than waiting for situations to happen.
- Personal motivation to work.
- The flexibility to acquire new and 'sought after' skills.
- Ability to consider the benefits of different types of work.

Learners prepare for their adult lives at home, work and at leisure as citizens This will include:

- An understanding of the demands of the workplace.
- An understanding of the rewards and satisfaction work can bring.
- Knowledge and requirements of employers and educational institutions.
- An understanding of the rights of employers and employees.
- The ability to assess realistically new employment markers.
- The capacity to appreciate the benefits of a range of work opportunities.
- To embrace British Values and respect their communities.
- Become contributing positive members of their community.

To give learners a better understanding of the developing scientific, technological, and industrial society and the role in which they will play. This will include:

- Awareness of employment opportunities locally, nationally, or overseas.
- Internet safety and creating a positive online presence.
- Planning and self-management skills.
- Realistic decision-making skills.
- The ability to appreciate the benefits of a range of work opportunities.
- The ability to use breaks in employment, the use of leisure time and education, and training as opportunities.

As part of pupils spiritual, moral, social and cultural development, the school's Careers Education, Information, Advice and Guidance programme will support learners in their choice of career, learning, work and life goals. This will include.

- Enabling learners to understand the meaning and value of work for individuals, their community, and the country.
- Make clear that there are types of work other than paid employment, which are intrinsically valuable.
- Identify a range of experiences which may include employment, self-employment, volunteering, working in the home and work in the community.

Pupils will have an 'entitlement' to expert independent advice, guidance, and support. CEIAG will be provided to learners from year 8 onwards.

The Careers Education, Information, Advice and Guidance programme will enable learners to achieve the following broad aims:

- To understand themselves and develop their capabilities.
- In thinking about education, training and work, learners will assess their own needs, interests, values, aptitudes, and aspirations.
- To investigate the changing patterns and trends

Provision will be made for learners to find out about local, national, and international opportunities and gain direct experience of, and insights into different types of work and training and the associated modes of access. The programme and schemes of work must address the changes in traditional 'guarantees' and ensure that the personal and social implications of occupation, leisure, employment and education are fully explored with particular reference to the age and maturity of the learners.

4.2. To implement careers planning

These extensive themes will be explored within the Careers scheme of work in KS3 and taken much further in KS4 and KS5 where learners will undertake work experience and opportunities to achieve vocational qualifications. Work experience is key to this. It is the responsibility of the Careers Leader to organise the work placements with the TA's taking a supportive role.

5. Key Staff Responsible

The careers strategy sets out that every school needs a Careers Leader who has the skills and commitment, and backing from **their senior leadership team**, to deliver the careers programme across all eight Gatsby Benchmarks. Every school is expected to name this Careers Leader and publish contact details on their website from September 2018. More information about the role and responsibilities of the Careers Leader is set out in a new guide, 'Understanding the role of the Careers Leader'.

The Academy's Careers Lead is Ellie Clarke (e.clarke@wa.thrive.ac) . Tel. 02477 102100. There will be a Link Governor for CEIAG

All staff within the Academy are responsible for promoting and giving career and life skills guidance to our learners. This includes teachers, specialist tutors, mentors, and support staff.

5.1. Parents

All parents and carers can expect to:

- Be able to make an appointment with the Academy's Careers Lead or have access to a Skills for Life Mentor to discuss their son/daughter's progress and future destinations or arrange a

careers/transition interview by contacting the Careers Lead; Mr Stephen Murphy.

- Have access and up to date information on careers and destinations through teachers and Parental engagement sessions and EHCP reviews.

6. The Gatsby Benchmarks

The Warwickshire Academy has adopted the Gatsby Benchmarks.

www.gatsby.org.uk

The Gatsby Benchmarks¹¹

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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process.
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	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

	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.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
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.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5. 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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
6. 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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*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.</p>
7. 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	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

	expand their networks.	
8. 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
9. 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.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

7. Assessment

The Academy will use the Careers Compass to help plan, monitor and evaluate actions towards these benchmarks to assess the impact of our careers programme.

www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool

www.careersandenterprise.co.uk/schools-colleges/tracker-planning-tool

In addition, obtaining the 'Quality in Careers Award' will also demonstrate the Academy's impact on careers as this will be evaluated by an external body/mechanism.

Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	The Warwickshire Academy ensures pupils are provided with independent careers guidance from year 8 to year 13.
Ongoing (legal duty came into force on 2 January 2018)	The Warwickshire Academy ensures 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. The Warwickshire Academy has published a policy statement setting out their arrangements for provider access and ensure that it is followed. See Annex A
From Opening date onwards	The Warwickshire Academy will start to use the Gatsby Framework Benchmarks to improve careers provision. For the employer encounters Benchmark, The Warwickshire Academy will begin to offer every young person seven encounters with employers – at least one each year from Year 7 to Year 13. Some of these encounters should be with STEM employers.
From Opening date onwards	The Warwickshire Academy has a named person to the role of Careers Leader to lead the careers programme.

<p>From Opening date onwards (Legal duty came into force on 1 September 2018)</p> <ul style="list-style-type: none"> - Note TWA will not hold year Eight students until year 2 of intake 	<p>The Warwickshire Academy will publish details of their careers programme for young people and their parents.</p>
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Changes

Description	Date	Page	Section
Included KS5 as school grows	18/09/23	P.7	4
New Careers Lead	18/09/23	P.7	5
New Careers Lead	18/09/23	P.8	5