

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

This policy applies to Kettering Science Academy (KSA)

This policy was adopted by KSA in December 2018

This policy was reviewed in December 2018

This policy was reviewed in July 2019

This policy was reviewed in September 2021

The next review will be in July 2022

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1. Introduction

This policy has been developed to underpin and support Kettering Science Academy's careers/CEIAG provision, in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' January 2018.

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all our students. We are committed to meeting national and local expectations in relation to careers by:

- Providing impartial careers guidance for students in Year 7 – Year 13, as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the Gatsby benchmarks regarding person guidance and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- Fulfilling all the criteria of the eight Gatsby benchmarks by July 2021.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Aiming to gain a nationally recognised careers Quality Award, in order to demonstrate excellence in CEIAG, which is a recommendation of the statutory guidance.
- Ensuring KSA's CEIAG is aligned with the South East Midlands Local Enterprise Partnership (SEMLEP) 'Growing People' skills plan, with Careers and Enterprise Company support, through focus on employer engagement, relevant labour market information and provision.

KSA believes that careers guidance is a progressive journey. We work together to support students through planned programmes to ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability, through implementation of the eight Gatsby benchmarks, as written by Sir John Holman, a former Headteacher and founder of the National STEM Learning Centre.

Sir John wrote the [Good Career Guidance Report](#) after carrying out extensive research. The eight benchmarks are a framework for good career guidance, developed to support schools in providing students with the best possible careers education, information, advice and guidance.

The eight Gatsby benchmarks are:

1 - 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 - 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 - 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.

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4 - 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.

5 - 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 - 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 - 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 - 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.

2. Rationale

KSA is committed to delivering a robust Careers and Higher Education Guidance programme to all students in Years 7-13. The careers programme enables our students to explore various career routes as soon as they start their journey at the Academy. The aim of the programme is to provide them with an understanding of the world of work and support them in making decisions about their future.

Through our CEIAG programme, we wish our students to move onto their next steps having developed key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders, our aim is for every child to fulfil their potential and be inspired to achieve a successful future; to develop high aspirations that are appropriate to the individual and to be ambitious. It is with this objective that our CEIAG policy has been developed.

We are committed to providing a planned programme of high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognise the important role that careers education / work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

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3. Aims & Objectives

Our Mission - “Ambition for All”

At Kettering Science Academy we are ambitious for all. We pledge to provide the best possible service for all of the children in our classes and care. We will do everything in our power to help every child make good progress academically and flourish as individuals ready for the next stage of their education and the world beyond school.

We promise to care enough and to challenge enough so we can say, with honesty and pride, that every child here is helped to become the best they can be, regardless of their circumstance or starting point.

With this in mind, KSA seeks to provide a planned programme of CEIAG for students in partnership with SEMLEP, training and HE providers, businesses, parents, alumni and other external agencies.

KSA’s ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, our CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions.

Careers education forms an integral part of the curriculum at BWA. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. BWA’s aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

4. Leadership and Management

KSA’s CEIAG is planned, delivered, monitored and evaluated by Kirsty Farrar, Vice Principal, Rachael Davies, Head of 6th form, and the Careers Leader, Julie Thompson, in consultation with relevant staff, including:

- Principal – Tony Segalini
- Senior Vice Principal / Kirsty Farrar
- Head of 6th form / Rachael Davies
- Assistant Principal/ Steven Reid
- Vice Principal and Designated Safeguarding Lead / Claire Greaves

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- Form tutors and subject teachers

5. Provision

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school and college. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEN learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

Key Stage 3 provision:

- Year 7 Careers Education programme delivered through tutor time/careers activities in careers term
- Year 8 Careers Education programme delivered through CPD including using KUDOS psychometric tool careers programme/ careers activities in careers term
- Year 8 GCSE options discussions with form tutors
- All Year 8 students offered meeting with Careers Leader
- Guaranteed offer of a 1:1 interview with a dedicated, impartial Careers Adviser for identified, targeted students (SEN, Pupil Premium, EAL)

By the end of Key Stage 3 all students will have:

- A better understanding of the full range of 14-19 opportunities for progression
- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work
- An understanding of some of the qualities, attitudes and skills needed for employability
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options
- Received appropriate advice and guidance on Key Stage 4 options

Key Stage 4 provision:

- Year 9 Careers Education programme delivered through CPD/ careers activities in careers term
- Year 10 Careers Education programme including review of KUDOS /psychometric tool careers programme/ careers activities in careers term
- All Year 10 students offered meeting with dedicated and impartial Careers Adviser
- Year 9 Career Conversations with industry speakers
- Year 10 career conversations/assemblies with industry speakers/training providers/HE/FE
 - Careers Fair for parents and students supported by employers, local training providers, universities, and other external agencies
 - Guaranteed offer of a 1:1 interview with a dedicated, impartial Careers Adviser for identified, targeted students (SEN, Pupil Premium, EAL)

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills.

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- Used online resources and other sources to investigate and explore future choices and progression routes.
- Experienced the world of work through industry speakers
- Been given direct access to employers, colleges, training providers and universities
- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Received appropriate advice and guidance on Key Stage 5 options

Key Stage 5 provision:

- Year 12 Careers Education programme delivered through assemblies with industry/alumni speakers during the year/ careers activities in careers term
- Year 12 IEC enrichment programme and Global Learning programme, including work experience option - throughout the year
- Year 12 Mock Interview workshop on skills for students not applying to university
- Assemblies on work experience, alumni, student finance and other relevant topics
- Year 12 visit to Skills Show
- Year 12 visit to UCAS Convention
- Year 12 visits to Universities
 - Year 12 and 13 Early Entry (Medicine/Dentistry/Veterinary/Oxbridge) support programme
 - Opportunity for all Year 12 students to request a 1:1 interview with dedicated, impartial Careers Adviser
- All Year 13 students offered meeting with dedicated and impartial Careers Adviser
- Access to KUDOS/ psychometric online (16 personalities) tool careers programme as required
- Future First for CV/Interview Workshops
- Year 12 visit to Oxbridge Student Convention
- Careers and Gap Year Fair for parents and students supported by employers, local training providers, universities, and other external agencies –
 - Guaranteed offer of a 1:1 interview with a dedicated, impartial Careers Adviser for identified, targeted students (SEN, Pupil Premium, EAL)

By the end of Stage 5 all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used ICT software and other sources to investigate and explore future choices and progression routes.
- Received guidance through the UCAS application procedure.
- Been given direct access to employers and universities.
- Been given guidance to help identify a range of Post-18 options.
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.

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5. Resources

A careers library/study center are available at KSA. It is easily accessible to both students and staff. Materials are audited annually and replaced when necessary.

6. Staff Development and CPD

Staff training needs for planning and delivering the CEIAG programme are identified through staff appraisal and activities planned to meet them. The Careers Lead regularly attend careers meetings / networking events as well as industry specific events, in order to ensure they are up to date with all industry and labour market information.

7. Monitoring, review and evaluation

The Careers Leader are responsible for the monitoring, review and evaluation of the programme. A system for evaluating the programme is in development. Activities that form part of the CEIAG programme will be evaluated and information used to inform planning for the next year. Evaluation will focus on how effective the event/activity has been in helping students to achieve the intended learning outcomes. KSA's evaluation system regarding CEIAG will draw information from a number of sources, including:

- Student, parents and staff surveys
- Compass Plus – Careers monitoring programme in school
- Regular meetings with Careers Adviser
- Evaluation of activities as and when they happen for one-off activities
- Evaluation of on-going activities at the end of the academic year
- Student feedback e.g. Careers Fair evaluations
- Information on intended destinations for year 11, 12 and 13 students
- NEET and destination data

This will then be turned into a detailed improvement plan, which will be linked to the overall School Improvement Plan. The Careers Leader reports annually to the SLT and Local Governing Bodies.

8. Partnerships and Service Level Agreements

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership SEMLEP, alumni, local employers, and training providers. Partnerships agreements and Service Level Agreements are reviewed annually.

9. Business Links

KSA is a member of the Careers and Enterprise Programme. Our SEMLEP link, Paul Thompson and Careers and Enterprise Company Enterprise Adviser, work with us to build employer engagement and to create lasting connections between the trust and local businesses.

KSA has relationships with a wide range of businesses from different industries; these relationships are utilised to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.

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10. Engaging Parents / Carers / Alumni

KSA are developing procedures by which we can actively engage parents/carers in the formulation and development of careers provision. We provide regular careers updates in the form of a newsletter which is published on the school website. We also use other platforms such as social media. A database of parents/carers/alumni who are able and willing to support with events and other planned activities, such as work experience, is maintained and updated by the Careers Leader.

Parents/carers' engagement is essential to our students' understanding of their career choices and the decisions they make. We provide all parents/carers with up-to-date information on choices at 14+, 16+ and 18+ and the Careers Leader is available at Parents Evenings where appropriate. They are also encouraged to make appointments to talk to teachers or our Careers Leader to discuss individual concerns.

11. Supporting Documents

Careers strategy: making the most of everyone's skills and talents – January 2018

Careers guidance and access for education and training providers – January 2018

Careers guidance - Guidance for further education colleges and sixth form colleges – February 2018

Ofsted – Careers guidance in schools: Going in the right direction? (Sept 2013)

Ofsted - The common inspection framework: education, skills and early years (September 2015)

CDI – Careers Framework (Sept 2020) Redeveloping the Framework for Careers, Employability and Enterprise Education.

SEMLEP Skills Plan, 'Growing People'

Gatsby – Good Career Guidance

PSHE Education Programme of Study (Key stage 1-5) January 2017

Technical and Further Education Act 2017