

Ormiston Rivers Academy

Careers Education Information and Guidance (CEIAG) Policy

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 planned progressive programme of activities supports them in choosing 14–19 pathways that suits their interests and abilities to help them follow a career path and sustain employability throughout their working lives. Students are all able to achieve but can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them in the future. We will continue to review, monitor and evaluate our CEIAG offer by speaking and listening to firstly our students, parents/careers, staff and our external partners. Careers Education, Information, Advice and Guidance (CEIAG) at Ormiston Rivers Academy is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.

What is CEIAG?

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

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.

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, client centred and confidential. Careers Guidance takes place mainly through individual support.

Our Aim

Ormiston Rivers Academy is committed to providing our students with a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students from Years 7–13. Ormiston Rivers Academy endeavours to 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.

Policy Aims

The aims of our Careers Education, Information, Advice and Guidance Policy are:

- To contribute to strategies for Raising Achievement, especially by increasing motivation.
- To support Inclusion, challenge stereotyping and promote equality of opportunities.
- To encourage participation in continued learning including Higher Education and Further Education.
- To develop Enterprise and Employment Skills.

- To contribute to the economic prosperity of individuals and communities.
- To meet the needs of all our students through appropriate differentiation.
- To focus students on their future aspirations.
- To involve Parents/Carers

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. They are prepared 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. The Academy is committed to Careers education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers education will both compliment and integrate with the SMSC and Mentor programme. Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities.

Ormiston Rivers Academy employ an independent careers advisor to help raise aspirations to enable us to fulfil our statutory responsibilities. The government produced further statutory guidance in March 2015 for schools in relation to their careers guidance offer, key points are highlighted below:

Statutory Duty – Key Points

The statutory duty requires governing bodies to ensure that all registered students at the Academy are provided with independent careers guidance from Year 8 to Year 13.

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
- The guidance given will promote the best interests of the students

To further evidence our commitment to raising the standard and quality of CEIAG provision offered to our students, we currently hold the Recognition of Quality Award for CEIAG. This is due for renewal in December 2020, where we hope to achieve the new Quality in Careers Standards Award.

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:

Key focus on NEET students

All staff involved in Careers Guidance have a responsibility to promote equality of opportunity, which ensures that all students 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.

Learning Differences and Development

Please refer to the following policies:

1. SMSC Policy
2. SEND Policy
3. English as an Additional Language
4. Child Protection and Safeguarding

Other Documents Informing the Careers Programme

- 'Good Career Guidance' (Gatsby)
- CDI Framework
- 'The Careers Leader handbook' (Andrews & Hooley, 2018)

CEIAG Staffing

SLT Lead for Careers (Vice Principal): Mrs Jane Bennett

Careers Leader: Mrs Fliss Compton

Careers Adviser: Mrs Louise Brazier

Social, Moral Spiritual and Cultural Leader: Ms Mel Marable

Head of Sixth Form: Mrs Wilkins / Ms Sametz

All Staff:

All members of staff are involved in preparing students for personal and working life, both as a young person and as an adult. All mentors take a role in CEIAG, e.g. preparation of UCAS references, support during selection of KS4 and 5 options. Staff also displays career opportunities within each classroom. All mentors and staff members contribute to our Whole School Tracking Document for Careers Information, Advice and Guidance, which can be accessed through Google Drive.

Implementation

Ormiston Rivers Academy 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 Mentor / PSHE programme.

- encouraging departments to signpost careers links within their subject 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.
- working in partnership with the Careers and Enterprise Company (CEC) to organise events and track progress against the Gatsby Benchmarks
- working in partnership with the academy's allocated advisor from Directions in order to ensure hard to reach student groups receive high quality careers guidance.
- developing mentoring opportunities through business links
- ensuring all students participate in bespoke careers lessons through the Citizenship lesson once a week.
- ensuring all students have opportunities to visit education/training providers and companies at least once a year
- ensuring all students have access to online information through START (Starting September 2020)
- ensuring all students experience the world of work in Year 9 and 10
- providing extended careers learning opportunities (including extended work experience placements where necessary) for targeted students

CPD

Ormiston Rivers Academy' CPD programme ensures that:

- areas for staff development are identified through line-management meeting and/or whole-academy CPD and addressed.
- those responsible for the leading of Careers Education are given support through time and training.
- academy staff, including academy leaders and Governors, are kept up-to-date with the latest Government requirements
- the school shares good practice through OAT working parties and termly CEC meetings.

Evaluation and Monitoring

The Careers Leader, VP responsible for Careers Education and the Careers Advisor are responsible for annual review of CEIAG.

Reviews and evaluations are expected to be carried out termly on an informal basis. Feedback from staff, students and year teams also helps in evaluating the Careers Programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the Careers programme. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Student voice is encouraged, for example the use of feedback questionnaires and conversations with pupils about their experiences

To ensure quality we are committed to working towards the national Quality in Careers Standard, which is a developmental process.

Appendix: 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.