



STANTONBURY
SCHOOL



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

Policy owner: Karen Malone

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1. Aims

This policy aims to set out our school’s provision of impartial and informed careers guidance for our students. This includes the ways in which students, families, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students’ futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students’ awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity.

2. Statutory requirements

This policy is based on the Department for Education’s (DfE’s) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we’re now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mrs Karen Malone and she can be contacted by phoning 01908 324400 or emailing karen.malone@stantonbury-tove.org.uk. Our careers leader is a middle manager who works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated member of staff for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our Academy Improvement Board.

3.2 Senior leadership team (SLT)

Our senior leader with responsibility for careers is Miss Amy Theed, Assistant Principal, Personal Development.

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard. Mrs Karen Malone is registered with the Careers Development Institute as a Careers Development Professional and has the requisite degree level qualifications to perform this job role
- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The Academy Improvement Board

The Academy Improvement Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance.

Our programme does not show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Provider Access Legislation Careers Events, which we have named "An Audience With... These are hosted by local, regional, and national employers, trainers and educators and are mandatory for students to attend
- Careers Talks hosted by local, regional, and national businesses, trainers, and educators, which are voluntary for students to attend
- STEM events for students to learn about the how Science, Technology, Engineering and Mathematics link to the 'World of Work'
- Apprenticeship Events to encourage students to be motivated to actively seek apprenticeships.
- Work Experiences, for some this will be an alternative provision, for others it may be through part-time work
- Careers in the Curriculum talks, hosted by teaching staff
- Employability Skills Workshops guided by our Careers Lead

- Personal Guidance with a fully qualified and Careers Development Institute registered, Careers Advisor
- University events
- Unifrog, a comprehensive on-line careers platform providing unbiased careers information to students to help them make informed decisions about study, training, and job roles; at the start of each new topic teachers will display the Unifrog logo to prompt students to refer to Unifrog for extracurricular careers learning. Students will receive advice, information, and guidance on how to use Unifrog.

Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes:

- Self-awareness. How do positive personality traits, skills, and work environment preferences link to specific matched job roles? This is achieved using Unifrog quizzes
- What skills, and qualifications are needed by students to achieve their job role matches? Students find out this information through using Unifrog quizzes and job profile information
- STEM activities to promote the importance of considering STEM subjects as further and higher education or training options.
- An introduction to local, national, and regional businesses, training providers and educators, through Provider Access Legislation careers events. The aim of these events is to develop students' knowledge of apprenticeship routes into work, T-Levels, or Higher Technical Qualifications (as a viable alternative to academic degree courses). Students will have one event per academic year.
- An introduction to university (visit from a university and a trip to a university)

Key Stage 4

Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Making appropriate further education transition plans, based on informed job role preferences and academic ability
- A Year 11 student assembly on making appropriate further education applications, including advice based on predicted GCSE grade achievement. This information is also sent to Stantonbury Families of our Year 11 cohort
- A timetable of local sixth form open events and, local and regional college open events
- Participating in personal guidance meetings based on job role preferences, or meetings designed to explore job role matches to personality profiles, where students are unsure of their preferences
- Support for making appropriate further education applications
- CV writing support, through use of the Unifrog CV writing tool
- Interview skills support, using Unifrog 'Know-How' guides
- Apprenticeship events
- Careers talks from local, regional, and national businesses, trainers, and educators (voluntary for students to attend)
- Alternative work placements for students at risk of 'Not being in Education, Employment or Training' (NEET) post-16
- Apprenticeship workshops
- University trip

- Support to find work experience or part-time work
- Provider Access Legislation careers events, covering a variety of job role sectors to expand students' knowledge apprenticeship routes into work, T-Levels, or Higher Technical Qualifications (as a viable alternative to academic degree courses). Students will have one event per academic year.

Key Stage 5

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways and meaningful gap years. This includes:

- Making appropriate higher education transition plans, based on informed job role preferences and academic ability (including, ensuring that students understand how to seek the highest performing universities commensurate with their predicted grades)
- Participating in personal guidance meetings based on job role preferences, or meetings designed to explore job role matches to personality profiles, where students are unsure of their preferences
- Support for making higher and degree level apprenticeship applications
- CV writing support
- Information on what constitutes a meaningful gap year and how to find opportunities
- Interview skills support
- Careers talks from local, regional, and national businesses, trainers, and educators (voluntary for students to attend)
- Talks from providers offering higher or degree apprenticeships, research placements or work experience
- Support to find work experience or part-time work
- Talks from universities
- An introduction to MOOCs (short courses on Unifrog)
- Information on how to use Unifrog for UCAS Personal Statements
- Information on how to use Unifrog 'Know-How' guides
- UCAS trip
- Provider Access Legislation careers events, the focus will be on Higher Technical Qualifications and, higher and degree apprenticeships.

4.1 Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to students without SEND that is not also offered to our students with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how students, families, teachers, and employers can access information about the careers programme.

Students, families, teachers and employers can request any additional information about the careers programme by contacting Mrs Karen Malone at karen.malone@stantonbury-tove.org.uk.

4.3 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Systematic student feedback after careers events and voluntary feedback after personal guidance meetings
- Voluntary staff feedback after careers events
- Voluntary feedback from Stantonbury Families, through the issue of a twice-yearly careers newsletter
- Regular action, impact and needs reports to the school's Senior Leadership Team, with the Careers Leader presenting the findings of the reports and negotiating solutions based on development needs
- Termly production of the Careers Education Company (CEC), Compass Tool Report. The Careers Leader completes this with SEMLEP's, Enterprise Coordinator for Milton Keynes, to ensure an unbiased view of the school's careers progress is reported on
- Assistant Principal for Personal Development, or Careers Leader presentations of progress to the Academy Improvement Board.

5. Links to other policies

This policy links to the Provider Access Policy Statement.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Academy Improvement Board and reviewed annually.

The next review date is: June 2024

Policy changes

Date	Change made
June 2023	Section 2 now reflects changes made to statutory requirements introduced in January 2023. This includes the requirement to teach careers in year 7 and requirement to publish information on the school website.