



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

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# 1. Introduction

The following policy has been developed to underpin and support Stantonbury School's CEIAG Strategic Plan in response to the Department for Education's (DfE) statutory guidance 'Careers guidance and access for education and training providers' January 2018 and July 2021.

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 students.

We are committed to meeting national and local expectations in relation to careers by:

- Delivering independent and 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 Benchmark regarding personal guidance and Ofsted's inspection criteria for evaluating careers provision in schools (September 2019).
- 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.
- Committing to gaining a nationally recognised careers Quality Award, to demonstrate excellence in CEIAG, which is a recommendation of the statutory guidance.
- Ensure the School'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.

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:

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

The School's planned CEIAG provision reflects the Career and Development Institute's (CDI) Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE and citizenship.

## **2. Rationale**

Careers Education, Information, Advice and Guidance at Stantonbury School should provide a foundation for students to move not only into further education, vocational training, or employment, but to the next stage of their development as citizens. We wish our students to move on having developed the 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, develop high aspirations and 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
- Improving students understanding of the world of work
- Offering a responsive service that allows time for face-to-face guidance, providing accurate, timely, unbiased information, advice, and guidance.

## **3. Aims & Objectives**

Our mission is to support all students to achieve their personal best regardless of background. In pursuit of this, Stantonbury School Academy seeks to provide a planned programme of CEIAG for students in partnership with the Department of Work and Pensions, Milton Keynes Council, training Further and Higher Education (FE, HE) providers, businesses, parents, alumni, Unifrog and other external agencies.

The School'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, the School's 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 a 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 support: supporting students to make informed choices about FE and HE options, providing optimal opportunities for students to successfully transition to the next stage of their education, training, or where appropriate work
- Genuine congruence: offering a careers service that promotes equality and challenges gender stereotypes; offering genuine positive regards to all students

Careers education will form an integral part of the curriculum at Stantonbury School. At the start of each topic/project teachers will provide information on linked careers. PowerPoint presentations will display the Unifrog Logo, and website address and students will be encouraged to use Unifrog to extend their careers learning. Careers personal guidance focuses on the specific needs of individual students to promote self-awareness and personal development. Students will have access to a range of careers events where links to the curriculum will be established. The School'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**

The School's CEIAG is planned, delivered, monitored, and evaluated by the Careers and Associate Development Manager, who is a CDI Registered Careers Development Professional, with Level 6 qualifications in Careers Guidance and Development, and a Level 7 qualified Careers Leader, in consultation with relevant staff, including:

Academy Principals	Head of PSHCE
Senior Leadership Team Lead, Careers	SENDCO
Vice Principal (Curriculum)	CEIAG Link Governor
Vice Principal (Safeguarding Lead)	Form tutors and subject teachers
Head of Sixth Form	Heads of Year

#### **5. Provision**

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school. 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**

In Key Stage 3, all students are introduced to the concept of career planning and management, and introduced to the qualities, attitudes, and skills needed for employability. They are taught how to recognise their own strengths, areas for development, and work preferences and received appropriate advice and guidance on GCSE options.

### **Key Stage 4 provision**

By the end of Key Stage 4, all students will have enhanced their self-knowledge, career management, and employability skills and 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. With the support and guidance of careers staff they will have produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes, and achievements to the goals they have set themselves.

### **Key Stage 5 provision**

During Key Stage 5, students are encouraged to take responsibility for their careers planning and to enhance their self-knowledge, career management, and employability skills.

Students' progress through these stages will be measured in their Learning Plans developed with their sixth form mentors, with career planning and management being an integral part of their education and development.

## **6. Resources**

Students have access to the Careers Hub, located in the main reception. There is dedicated student careers room within the hub and all students have open access to the Careers and Associate Development Manager, Monday to Thursday lunchtimes between 1.20pm and 1.40pm. Students are seen on a first arrival basis.

The Unifrog careers package provides self-awareness tools, comprehensive career and further/higher education information as well as enabling tracking and analysis of careers work against the Gatsby Benchmarks. The School's website provides comprehensive careers information for all key stages.

Funding is allocated in the annual budget planning round. Funding for developments in the School's CEIAG and Employability improvement plan is considered in the context of whole school priorities. Physical resources are updated annually as well as new digital resources purchased as and when needed.

## **7. Safeguarding within CEIAG provision**

Stantonbury School works with a number of partners to ensure that all careers and work-related learning is safe and secure for students. Visits to / from employers and training/education providers are always accompanied by a DBS cleared member of staff. All Extended Work Experience placements are risk assessed by Best Practice, who provide the programme for students at risk of being NEET. In addition, employers have responsibility for the health, welfare, and safety of everyone on their premises, including students. Best Practice ensure that employers are aware of this responsibility and confirm that they:

- Are complying with Child Protection legislation
- Have informed their insurers of the implications of working with young people aged 15-16 years
- Agree and implement workable attendance, monitoring, reporting, and emergency procedures in partnership with the School.
- Support their staff in adjusting to teaching young people by organising training and establishing workable and effective policies and complying with legislation and good practice on data protection
- Ensure all relevant risk assessments are completed.

The Vice Principal – Safeguarding ensures that all students who are out of school on work-related placements are safe, monitored, and receiving a good-quality provision

## **8. 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 and Associate Development Manager regularly attends 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.

## **9. Monitoring, Review and Evaluation**

The Senior Leader Team for Careers, on SLT and the Careers and Associate Development Manager are responsible for the monitoring, review, and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. The annual report for CEIAG draws information from a number of sources including:

- Student and staff voice
- 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 Day evaluations
- Information on intended destinations for year 11 and 13 learners
- NEET and destination data.

This is then turned into a detailed improvement plan, which will be linked to the overall School Improvement Plan. The Senior Leader for Careers on SLT, reports on careers to the rest of the SLT and the Link Governor for Careers.

## **10. Partnerships and Service Level Agreements**

The CEIAG programme is 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 with the Department for Work and Pensions, Milton Keynes Youth Advice and Guidance Service, SEMLEP, local and national employers, Milton Keynes College, other local colleges, Best Practice, Speakers for Schools, and Unifrog. Partnership agreements and Service Level Agreements are reviewed annually.

## **11. Business Links**

Stantonbury School actively seeks links with business. We build relationships with a wide range of businesses from different industries; these relationships are used 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. Our current Enterprise Partners are from Network Rail, Niftylift, Beardow Adams and Cranswick Foods.

## **12. Engaging Parents / Carers / Alumni**

The school seeks to engage parents / carers in the formulation and development of careers provision. Regular careers updates are provided through the school newsletter.

Parents/carers are vital to students' understanding of career choices and the decisions they make. They are also encouraged to make appointments to talk to teachers or the Careers and Associate Development Manager to discuss individual concerns.

## **13. Links to other policies**

The CEIAG policy also supports and is underpinned by the following Stantonbury School policies:

- Education Visits Policy
- PSHE & Citizenship Policy
- Teaching and Learning Policy
- Safeguarding Policy.

## 14. Glossary

DfE	Department for Education
CDI	Career Development Institute
HE	Higher Education
CEIAG	Careers Education, Information, Advice and Guidance
FE	Further Education
NEET	Not in Education, Employment, or Training
PSHE	Personal, Social, Health Education
SENDCO	Special Educational Needs Co-ordinator
SEN	Special Educational Needs
EAL	English as an additional language
SEMLEP	South East Midlands Local Enterprise Partnership

## **Appendix A**

### **Stantonbury School's Provider Access Policy Statement**

#### **Introduction**

This policy statement sets out Stantonbury School's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with Stantonbury School's legal obligations under Section 42B of the Education Act 1997.

#### **Student entitlement**

- All students in Years 8-13 are entitled: to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer regarding technical education and apprenticeships – through options events, assemblies, careers workshops and taster events.
- To understand how to make applications for technical courses and apprenticeships.

#### **Management of provider access requests**

##### **Procedure**

An employer or apprenticeship/training/further or higher education provider wishing to request access should contact Mrs Karen Malone, Careers and Associate Development Manager, Telephone 01908 324400 or by email [karen.malone@stantonbury-tove.org.uk](mailto:karen.malone@stantonbury-tove.org.uk).

##### **Opportunities for access**

A range of events, which are integrated into the Stantonbury School's careers programme, will offer providers an opportunity to come into school and college to speak to students and/or their parents. The calendar of events varies from year to year; therefore, providers need to contact the appropriate staff member named above to identify the most suitable opportunity. These events are usually calendared well in advance, and are published on the website, so it is essential that providers contact us early in the academic year to be involved in our planning. Access to students will be granted on the understanding that the information and guidance offered by providers is relevant and age appropriate for our students.

Stantonbury School's policy on safeguarding sets out our approach to allowing providers into its schools as visitors to talk to our students.

##### **Premises and facilities**

Stantonbury School will make available the main hall or classrooms for discussions between the provider and students, as appropriate to the activity. We will also make

available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed with the Careers and Associate Development Manager in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Centre, which is managed by the Careers and Associate Development Manager. The Careers Centre is available to all students.

### **Additional arrangements during Covid**

Visitors to the School may be restricted during this time, however, we still value and encourage links to local providers. Where in-person visits are not possible, we make visitor contacts through the use of IT and virtual workshops / assemblies.

## Appendix B

### Stantonbury School's CEIAG Statement for Parents

At Stantonbury School we have an active careers programme for our young people, with the aim of ensuring that students have high aspirations for their career and work choices and are beginning to develop their employability skills so that they are best-placed to access the widest possible range of options when they leave school.

The Gatsby Report sets out best practice, and we are working hard to achieve each benchmark. These are:

- a stable careers programme
- learning from career and labour market information
- addressing the needs of each pupil
- linking curriculum learning to careers
- encounters with employers and employees
- experiences of workplaces
- encounters with Further Education and Higher Education
- personal guidance.

Some of the activities and support our students can benefit from are listed below.

**Career Days for Years 8 - 10 Students.** These off-timetable days give the students the opportunity to meet people from a range of careers and learn about their work and the paths they took. The days also include sessions from employers, further and higher education, and apprenticeship providers. Students are also given time to reflect upon their own strengths and preferences and discover areas of work they may enjoy and where they will flourish.

**Career Workouts for Years 7-11 Students** – These events provide an opportunity for students to meet a wide range of people from local businesses and find out more about the skills and attitudes they need in their work. Students are also encouraged to take this learning further by adding their own research.

**Careers Talks** – These are from a wide range of professionals and locally employed people, focusing on specific employment areas that students can choose to attend. In the past these have included speakers from sectors as diverse as engineering, civil service, sports, accountancy, construction, marketing, law, charity work, retail, hairdressing, care, medicine, art, and design. For 2022-2023 we are focussing on 'Careers for the Future' using the South East Midlands Local Enterprise Partnership's data on job roles that will be in growth between now and 2030.

**Workshops** – We offer a range of workshops, run internally by our Careers and Associate Development Manager (e.g., CV writing for Year 10 upwards) and externally by education and training providers/business partners. Students have access to the gold standard Unifrog resources and tools.

**Individual and tailored advice and guidance** – All students are able to book a 1:1 careers appointment with our independent and impartial Careers and Associate Development Manager. By the end of Year 11, all students should have had at least one such appointment, and in Years 12 and 13, they have the opportunity to request another.

## How Can Parents Help?

Sometimes parents ask how they can help the Stantonbury School Career Service. Support and encouragement at home is the most important aspect to starting a fulfilling and successful career.

Here are a few of the ways that we need your help:

- Look at the Stantonbury School career webpages with your son or daughter and familiarise yourself with it long before they reach the relevant year group. This will help them with future planning and thinking about their goals and aspirations for the future as well as their employability skills.
- Talk to them about the world of work in general terms – what you like and dislike about your own role, the jobs of those they know and come into contact with, some of the challenges and realities of the working world – as this helps them to build up a picture of what they want from work.
- Encourage students to be independent in their research – be supportive but let them make their own choices. Unifrog can be a great supportive tool in this regard.
- If your son/daughter has a careers appointment, they will come away with an action plan. Encourage them to discuss this with you and help them achieve the action points.
- Help them to weigh up the advantages and disadvantages of different routes and how these may suit them as individuals.
- Encourage them to start planning early – for example, we encourage students in Year 10 to start thinking about their plans for the end of Year 11 (if not before.)
- Consider getting involved in one of our career workout events with Worktree. No preparation is needed, just an hour of your time to come and talk to students about your job in small groups of 5 or 6. Find out more at <http://worktree.org/>

The full plan of careers events that the school runs, is published on the website, or available from [karen.malone@stantonbury-tove.org.uk](mailto:karen.malone@stantonbury-tove.org.uk) Telephone 01908 324400.

## Additional arrangements during Covid

Visitors to the School may be restricted during this time, however, we still value and encourage links to local providers. Where in-person visits are not possible, we make visitor contacts through the use of IT and virtual workshops / assemblies.

## Appendix C

### Stantonbury School's CEIAG Statement for Students

We want you to leave Stantonbury School with high aspirations for your career and work choices and equipped with strong employability skills so that you are well-placed to access the widest possible range of options when you leave school.

The Gatsby Report sets out best practice, and we are working hard to achieve each benchmark. These are:

- a stable careers programme
- learning from career and labour market information
- addressing the needs of each pupil
- linking curriculum learning to careers
- encounters with employers and employees
- experiences of workplaces
- encounters with Further Education and Higher Education
- personal guidance.

The list of activities planned for your year is published on the school's website, or available from the Careers Hub. In addition to these planned events, there are many ad-hoc presentations, workshops, and visits.

You have access to Unifrog, a gold standard careers platform with many resources and tools to help you explore the world of work, your personal strengths, and skills, it even has super-curricular learning (MOOCs) for sixth form students. If you have difficulty in accessing your Unifrog account, please ask Mrs Malone, Careers and Associate Development Manager for support.

Mrs Malone, runs a lunchtime careers drop-in service 1.20pm to 1.40pm, Monday to Thursday. Students are seen on a first come, first served basis.

#### Careers information websites

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

[www.unifrog.org](http://www.unifrog.org)

[www.icould.com](http://www.icould.com)

<https://nationalcareersservice.direct.gov.uk>

#### Apprenticeship Information and Find an Apprenticeship Service

<https://www.apprenticeships.gov.uk>

<https://amazingapprenticeships.com>

#### General Information, Options and Choices, Work Experience and Higher Education Alternatives

[www.studentladder.co.uk](http://www.studentladder.co.uk)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

## Higher Education Opportunities

[www.ucas.com](http://www.ucas.com)

<https://discoveruni.gov.uk/>

### Accessing Support

Sometimes the decisions you need to make can seem overwhelming. But it is important to know that there is lots of help in the school. It is also important to consider what you can do to help yourself.

- Look at some of the websites above independently or with your parents and carers.
- Talk to older people that you know about their job and the world of work– what they like and dislike about their own role, what are the challenges that they face in work, is there anything they wish they had done differently, or what was the best decision that they made? This will help you to build up a picture of what you want from work.
- If you have a careers appointment, you will take away an action plan. Read this carefully and commit to following through on any of the actions you agreed. Discuss it with your parents and carers.
- Weigh up the advantages and disadvantages of different routes and how these may suit you as individuals.
- Start planning early – for example, in Year 10 we encourage you to start thinking about your plans for the end of Year 11.
- Actively participate in careers days, career workouts and any other provision that is made for you. Discuss these experiences at home.
- Check the Stantonbury School website, your emails, and noticeboards regularly for details of careers news, speakers, and updates.
- Embrace all opportunities that you are given - there will not be so many once you leave education.

We welcome feedback on the value of our careers provision, if you have any comments or suggestions, please do let us know.

### Additional arrangements during Covid

Visitors to the School may be restricted during this time, however, we still value and encourage links to local providers. Where in-person visits are not possible, we make visitor contacts through the use of IT and virtual workshops / assemblies.