

Great Academy Ashton: Careers Education Information Advice and Guidance Policy

Background

Careers Education, Information Advice and Guidance (CEIAG) makes a major contribution in preparing our young people for the opportunities, responsibilities and experiences they will encounter at school, in further education and in working life.

The CEIAG programme at Great Academy Ashton (GAA) follows the DFE Careers Strategy 2018, the Gatsby benchmarks and the CDI (Careers Development Institute) careers development framework. In compliance with the 2018 statutory government careers strategy, GAA will ensure it meets all of its Statutory Duties by ensuring that:

- All registered students are provided with independent careers advice and guidance from Years 7 to 11.
- CEIAG is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, work or progression route.
- CEIAG includes information on the range of education or training options, including apprenticeships and technical education routes locally, regionally and nationally.
- The qualified advisor providing guidance will always promote the best interests, and tailor the advice to the individual student.
- Students understand they will be required to continue studying English and Maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.
- Students understand the wide and varied opportunities available in the job market for those wishing to work hard to achieve them.
- Both high attaining students and those with special educational needs and disabilities and disadvantaged students are well supported.
- GAA will provide and promote to students extra-curricular opportunities that will help them achieve their career aspirations.
- Ensure that students are aware of the full range of career opportunities available and how to access and use the variety of CEIAG.
- Learn from employers about valued workplace skills and have first-hand workplace experience in at least one meaningful encounter with an employer every year between Years 7-11.
- Provide information needed to understand job and career opportunities available and how knowledge and skills can help towards particular career paths.
- Give a range of providers of technical education and apprenticeships the opportunity to access all students.
- Publish details of career programmes for young people and parents.
- Ensure students have at least one meaningful encounter with employers per year. A meaningful encounter as 'one in which a student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.'
- The statutory duty [updated Oct 2018] requires GAA's governing body to ensure that all students are provided with independent careers guidance from Year 7. Our governing body must ensure that the independent careers guidance provided is presented in an impartial manner and includes information on the range of education or training options, including apprenticeships and other vocational pathways. The person providing the guidance needs to be sure it will promote the best interests of the students to whom it is given.

Author:	Version:	Date Approved:	Page 1 of 8
T James	July 2021	July 2021	

GAA continues to work towards meeting the requirements of the eight Gatsby Benchmarks, which 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 GAA careers provision is externally evaluated against the Gatsby benchmarks termly by Bridge GM via the Compass+ evaluation platform.

The CDI Career Development Framework articulates the best practice in learning aims and outcomes of a career development programme, these are used by GAA to map and evaluate the careers curriculum.

Purpose

GAA is committed to career, employability, enterprise learning and development and fulfil their statutory obligations by providing a best practice careers service to all students. The careers programme reflects and embodies the overall vision of GAA and is included in the Academy development plan. Governors and senior leaders have a key role in developing and approving this policy and the strategic plan for CEIAG thus ensuring it has a high profile and secure place within the curriculum. This policy supports and is underpinned by other key policies including: PSHE Policy, SRE Policy, Mental Health Policy, Pupil Premium, Curriculum Policy and SEND Policy.

To raise aspirations

- To raise student aspirations and unlock their potential.
- To encourage learners to develop self-belief, self- determination and commitment to improvement.
- To enable learners to widen their horizons.

To raise achievement

- To raise achievement by strengthening learners' motivation and ambition.
- To understand entry requirements and relevant opportunities, especially for learners with SEND and those targeted by *Pupil Premium* (FSM/LAC) and help them overcome any potential barriers to success.
- Proactively promote equality of opportunity and challenge stereotypes.
- To develop learners' cognitive and metacognitive skills to the benefit not just of their career development but of their learning abilities in general.

Author:	Version:	Date Approved:	Page 2 of 8
T James	July 2021	July 2021	

To ensure progression and sustainable destinations

- To give learners the understanding and skills to investigate progression pathways
- To make effective use of support, make and implement progression decisions wisely and cope with transitions on the way (such as moving to a new college, embarking on an apprenticeship or starting a job).
- To find out about sound and sustainable opportunities in education, training and employment.
- To publish destination measures to show certain kinds of participation achieved by students at the end of Key Stage 4.

To engage learners and reduce numbers of students at risk of NEET

- To improve motivation to learn and behaviour and attendance of vulnerable learners.
- To prevent disengagement.
- To re-engage those young people in the NEET (Not In Education, Employment or Training) category who are 'undecided'.

Commitment to CEIAG

GAA is committed to providing a planned programme of career education activities to all year groups, including the opportunity for all students to access impartial information and expert independent advice and careers guidance. The careers team work in partnership with Positive Steps in implementing the 'Delivery Plan' which is the operational document behind the official Partnership Agreement that has been signed between Positive Steps and Great Academy Ashton. For staffing, roles and contacts, please see Appendix 1.

GAA is also committed to maximising the benefits for all students by adopting a whole Academy approach involving parents, carers, external IAG providers, employers, local agencies, the wider community and FE and HE establishments. The Academy will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD training opportunities and commissioning of external sources
- Appropriate staffing
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions

Author:	Version:	Date Approved:	Page 3 of 8
T James	July 2021	July 2021	

Communication with External Stakeholders and Provider Access

- A separate Provider Access Policy is available
- Direct communication is made with all stakeholders through all typical means e.g. telephone, email, social media, letters, messaging via mobile or on teams.
- Regular career notices and opportunities are published via GAA's Sharepoint communication channel, and sent directly to students via the Teams form group provision.
- Parent and carers have electronic access to the latest version of Careermag; a magazine publication to provide information on post 16 and 18+ education and training opportunities: <https://careermag.co.uk/careermag-parents/>
- Students and teachers have electronic access to the latest version of Careermag; a magazine publication to provide information on post 16 and 18+ education and training opportunities: <https://careermag.co.uk/careermag-students-teachers/>

Content and Delivery

The CEIAG programme is made up of the following elements:

- A planned programme of careers education across each Year Group (Y7-11) delivered through Personal Values lessons.
- Impartial careers advice and guidance from both in house and external sources.
- Opportunities to develop knowledge of the workplace and develop employability skills.
- Provision of an extensive range of information about employment and education options including labour market information, entry requirements and progression routes
- A one to one careers interview in Y11 and an action plan to discuss their post 16 progression options.
- Targeted support for identified vulnerable Students in year 11 at risk of becoming NEET to discuss their post 16 options.
- The Post 16 Academy Forum which includes information on apprenticeships takes place in the Autumn Term.
- A partnership with Greater Manchester Shared Combined Authority to develop employer links and experience for the students of GAA
- At GAA the careers team undertakes tracking and checks with post 16 education and training providers and work placements to ensure that Students have offers. Destination data is shared with GAA.

Key Stage 3: By the end of this key stage, all students will have:

- a better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- used careers materials to research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes
- received appropriate advice and guidance on post-14 choices [including information on UTCs and T Levels]

Author:	Version:	Date Approved:	Page 4 of 8
T James	July 2021	July 2021	

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

- enhanced their self-knowledge, career management and other employability skills.
- used the careers resources to investigate future choices and explore alternative routes to their goals.
- accessed advice, guidance and support to help them firm up their choices and think about the implications.
- gained direct experience of work and been involved with local employers in at least three other locations.
- chosen and applied for an appropriate opportunity and, if necessary, financial support.
- alternative plans in place, in readiness to respond to outcomes in external examinations.

One to One Careers Interviews

- Students are entitled to appropriate guidance to meet their individual needs. All students at GAA can request an appointment with the careers adviser.
- Students are identified for careers meetings based on need and through self-referral.

Needs-based Referral

The referral procedure works as follows:

- Strategic Leadership Team, Head of Year, Form Tutors or SENCO/Inclusion Team identify students who would benefit from early intervention e.g. students with lack of direction or lack of motivation; students with SEND; Pupil Premium, LAC or those who have potential to become NEET.
- Students complete a careers questionnaire at the end of Y10/start of Y11 where they are asked about their career and post-16 ideas, form activities are also provided to measure areas of interest and establish those who require further support.
- The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that students of all abilities can access the support they need.
- For vulnerable students and those students identified as being at risk of NEET, further interventions are arranged as appropriate. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves GAA.

Self-Referral

- Students may refer themselves for a careers meeting at any point, directly via the careers office, a Form Tutor, Head of Year, or a member of Strategic Leadership Team. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors and directly via Teams.
- Students within the Positive Steps cohort all receive an action plan, which students, parents and staff have the option to view this information so that they can support the process.
- If a student is absent or fails to attend, an alternative time will be arranged.

Author:	Version:	Date Approved:	Page 5 of 8
T James	July 2021	July 2021	

Careers Information

- Careers information is available through relevant displays, information sent to form tutors, Teams, Sharepoint communication channel and the GAA website.
- Careers information can also be found in the careers office

External Providers

- A range of external providers are invited into GAA to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, and GAA alumni.
- In all cases, such staff and organisations will be vetted for suitability by the relevant staff at GAA.
- Further information is available in the Provider Access Policy on the GAA web-site.

Partnership with Parents/Carers

- receive information on the careers curriculum at the Information Evenings, via the GAA website and social media.
- are asked for feedback on careers during the academic year, typically when attending parents evenings or other whole school information evenings.
- are encouraged to contribute to the careers curriculum by talking to Students about their jobs.
- are involved in the Y9 Options Programme and Options Marketplace.
- may seek advice direct from the GAA Careers Adviser via the careers email: careers@gaa.org.uk
- are informed about additional careers events taking place e.g. Academy Masterclasses, trips and Open Evenings.

Staff Development

- Teachers/Form Tutors are introduced to the concepts, aims and programme for CEIAG during pastoral team meetings.
- The Careers Leader attends Network Meetings to keep up to date with best practice and legislation.

Resources

- GAA is committed to providing the resources to enable an effective careers programme including adequate staffing, staff training and resources.

Employer Links

- Links with employers, businesses and other external agencies will continue to grow through building on local community connections as well as through the support of GAA's Enterprise Adviser, Catherine Gaskell of Greater Manchester Combined Authority.

Equal Opportunities

- GAA is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs.
- All Students can access IAG tailored to their needs with support to explore options that suit their preferences, skills and strengths.

Author:	Version:	Date Approved:	Page 6 of 8
T James	July 2021	July 2021	

- The team work on early-identification of Students requiring additional support, with no limit placed on how many times a student might see the careers adviser.
- The careers adviser works with the SENco to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.
- The destinations of GAA leavers are monitored and trends identified.

Monitoring and Evaluation

- The Careers Lead meets regularly with the careers team to discuss and review the careers work at GAA.
- The Gatsby Benchmarks are reviewed half termly as Compass Evaluations are conducted in partnership with our Enterprise Co-ordinator.
- The careers team will seek evaluation from students who have had individual guidance interviews and use the feedback to make any changes or revise any aspects of the careers delivery at GAA.
- The Policy will be reviewed annually. New careers initiatives will be implemented within the GAA Delivery Plan
- Ongoing review of student, teacher, employer and parent feedback.
- Annual review of Careers through the Quality in Careers Standard [QiCS] – Inspiring IAG award.
- The CEAIG policy will be updated in accordance with any statutory guidance and with reference to any non-statutory recommendations having full regard for the vision and ethos of GAA.

References

The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework <http://www.thecdi.net/Careers-Framework-2018>

DFE Document: Careers guidance and access for education and training providers. Statutory guidance for governing bodies, Academy leaders and Academy staff. October 2018.

Author:	Version:	Date Approved:	Page 7 of 8
T James	July 2021	July 2021	

APPENDIX 1:

Our Careers Advisers are Ms Suzanne Nixon and Ms Sarah Gould, both qualified independent Careers Advisers. Our Careers Leader is Mrs Theresa James (SLT) and she is responsible for taking the strategic lead and direction for careers work. The careers team can be contacted via:

Tel: 0161 241 9555

Email: Careers@gaa.org.uk

Linkedin: <https://www.linkedin.com/in/great-academy-ashton-alumni-b194011bb/>

Author:	Version:	Date Approved:	Page 8 of 8
T James	July 2021	July 2021	