

# Careers Education, Information, Advice and Guidance Policy

## Contents

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

<u>Appendix 1</u>	Summary of the Gatsby Benchmarks
<u>Appendix 2</u>	Careers Plan 22/23
<u>Appendix 3</u>	Arrangements for Provider Access

## Linked policies


*Provider Access Policy April 2023*

## Linked Documents

*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2023*

Adopted by the Governing Body: June 2023  
Compliance Check: June 2023  
Review Period: 3 Years

Signature:



Ian Marshall (Chair of Governors)

## Careers Education, Information, Advice and Guidance Policy

### 1.0 School Vision

- 1.1 Lord Derby Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.
- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to, and framework for, Careers Education, Information, Advice and Guidance (CEIAG).

### 2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all pupils at the school ensuring that all pupils have a minimum of two encounters in KS3 and a further two in KS4.
- 2.7 All members of staff at Lord Derby Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Assistant Headteacher, Careers Co-Ordinator or Careers Advisor.
- 2.8 It is important therefore that pupils leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives:**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- 3.1.1 To ensure that all pupils at the school receive a stable careers programme
  - 3.1.2 To enable all pupils to learn from information provided by the career and labour market
  - 3.1.3 The CEIAG programme should be individual and address the needs of each pupil
  - 3.1.4 To link the curriculum learning to careers learning
  - 3.1.5 To provide pupils with a series of encounters with employers and employees
  - 3.1.6 To provide pupils with experiences of workplace(s)
  - 3.1.7 To ensure that pupils have a series of encounters with further and higher education providers
  - 3.1.8 To ensure pupils have access to apprenticeship and training providers
  - 3.1.9 To provide each pupil with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11.
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
  - 4.1.3 This advice must cover a range of education or training options.
  - 4.1.4 This guidance must be in the best interests of the pupil.
  - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Appendix 3. This policy is published on the school website.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy (Section 3).
- 4.3 Lord Derby Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted, Careers Connect etc)

## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Based on the eight Gatsby Benchmarks

5.1.2 Meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### **6.2 All pupils in years 7-11 are entitled:**

6.2.1 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;

6.2.2 To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **7.0 Monitoring, Evaluation and Review**

7.1 The Assistant Headteacher and Careers Co-Ordinator will ensure that:

7.1.1 The work of the Careers Advisers in relation to CEIAG advise is monitored and evaluated.

7.1.2 Assistant Headteacher, Miss Morrison (Senior Leadership Team) and Miss Ward, Careers Co-Ordinator have an overview of CEIAG work and report termly back to the Headteacher and Governors.

7.1.3 Updates to CEIAG are shared with parents via the Newsletter, school website and MCAS app. Parents/Carers are also invited to Parental Evenings where providers are available to advise and answer questions.

7.1.4 Support to pupils is measured via Pupil Voice and Pupil Parliament.

7.1.5 Evaluations and reviews are completed via Compass+ and Unifrog.

## **7.2 The effectiveness of this policy will be measured in a variety of ways:**

7.2.1 Feedback from stakeholders through mechanisms such as pupil and parent voice via surveys;

7.2.2 Feedback from external visitors to the school such as FE/HE Colleges, employers or Ofsted;

7.2.2 the number of pupils who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The governors of Lord Derby Academy will review this policy every three years.

## The Gatsby Benchmarks

## Appendix 1

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>

<p><b>3.Addressing the needs of each pupil</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li><input type="checkbox"/> All pupils should have access to these records to support their career development.</li> <li><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4.Linking curriculum learning to careers</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<p><b>5.Encounters with employers and employees</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

<p><b>6.Experiences of workplaces</b></p>	<p>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.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p><input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p><b>7.Encounters with further and higher education</b></p>	<p>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.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to explore what it is like to learn in that environment.</p>
<p><b>8.Personal guidance</b></p>	<p>Every pupil 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.</p>	<p><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>



## Appendix 2

### Careers Plan 2022/23

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>All pupils will participate in Careers focused activities during PDC. Particular focus in curriculum subjects during National Careers Week in March 2023 including access to virtual employer encounters.</li> <li>All pupils will attend a Careers Fair in the Autumn Term with employers and post-16 providers.</li> <li>All pupils have access to the Unifrog Careers online Platform.</li> <li>All pupils have access to wide range of resources and information via the LDA Careers Hub Google Classroom.</li> </ul>				
<p><b>Introduction to Career Connect Advisers. Google Careers Classroom information shared in planner.</b></p>				
<p>Buzz Quiz – Personality profile to establish areas of interest, skills and attributes.</p> <p>Targeted group sessions – raising awareness and aspirations.</p> <p>Introduction to CIEAG. PSHE/PDC – Growth mindset. Community and economy - Introduction to careers</p> <p>KS3 CIEAG drop in 10.40-11am and 12.40-1.20pm every Wednesday.</p> <p>Challenging Stereotypes Event - March 23. College visits / aspirational speakers.</p> <p>Curriculum links across subject areas.</p>	<p>Buzz Quiz – Personality profile.</p> <p>Group sessions – raising awareness and aspirations.</p> <p>Introduction to CIEAG.</p> <p>Introduction to range of post 16 providers presentations (electronic / virtual) and opportunities available.</p> <p>PSHE /PDC Careers -</p> <ol style="list-style-type: none"> <li>Setting goals and building aspirations</li> <li>Different types of work</li> <li>Challenging stereotypes while at work</li> </ol> <p>Challenging Stereotypes Event March 23</p> <p>KS3 CIEAG drop in 10.40-11am and 12.40-1.20pm every Wednesday.</p> <p>College visits / aspirational speakers. Curriculum links across subject areas.</p>	<p>Buzz Quiz – Personality profile.</p> <p>Introduction to range of post 16 providers / pathways.</p> <p>PSHE / PDC</p> <ol style="list-style-type: none"> <li>Careers - Careers and future aspirations</li> <li>Employability skills (including online presence)</li> <li>Job application process</li> </ol> <p>Group and 1:1 CIEAG interviews.</p> <p>KS4 taster sessions.</p> <p>Jobs for Tomorrow Event March 23</p> <p>KS3 CIEAG drop in 10.40-11am and 12.40-1.20pm every Wednesday.</p> <p>College visits / aspirational speakers.</p> <p>Curriculum links across subject areas.</p> <p>Access to post-16 providers at Y9 events. Shaping futures – raising aspirations.</p>	<p>Introduction to range of post 16 providers and opportunities available. Apprenticeship hub representative available to pupils and parents.</p> <p>Local market information – jobs market.</p> <p>Group and 1:1 CIEAG interviews, as appropriate</p> <p>Targeted support for students vulnerable to becoming NEET.</p> <p>KS4 CIEAG drop in every Wednesday.</p> <p>Post 16 providers in attendance at Parents evening and KS4 Events.</p> <p>Shaping futures activities.</p> <p>College visits / College taster days. University visits.</p> <p>External events/careers shows e.g Healthcare event.</p> <p>Employability Skills Day.</p> <p>College visits / aspirational speakers.</p> <p>Curriculum links across subject areas.</p>	<p>Career planning, preparation and information on applications to post 16 options.</p> <p>Guest speakers, colleges and introductions to providers.</p> <p>Apprenticeship hub representative available to pupils and parents. 1:1 CIEAG interviews. Individual interviews for pupils to ensure post-16 options are realistic and they know how to access support.</p> <p>KS4 CIEAG drop in every Wednesday.</p> <p>Labour Market Information.</p> <p>Post 16 providers in attendance at Parents evening and KS4 Events.</p> <p>Mock interviews.</p> <p>Support with application process. Post 16 providers applications and interviews in school.</p> <p>Shaping futures higher education events and activities.</p> <p>College visits / aspirational speakers.</p> <p>Curriculum links across subject areas.</p> <p>Post-16 transition visits for SEND / vulnerable pupils.</p>

\*Independent Advisers provided by Career Connect (equivalent of 2 days per week)

## Summary of Application for Provider Access

## Appendix 3

A copy of the full LDA Provider Access Policy (January 2023) can be found on the CEIAG section of the school website, [LDA-Access-Policy-Jan-23\\_Signed.pdf \(lordderbyacademy.co.uk\)](https://lordderbyacademy.co.uk/LDA-Access-Policy-Jan-23_Signed.pdf)

### Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Pupil entitlement

All pupils in years 7-11 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, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

### Management of provider access requests

#### Procedure

A provider wishing to request access should contact Miss Ward, Careers Co-Ordinator.

Telephone: 0151 477 8860

Email: [award@thedeantrust.co.uk](mailto:award@thedeantrust.co.uk)

#### Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website.

Please speak to Miss Ward, Careers Co-Ordinator to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.