



# Stationers' Crown Woods Academy

## Careers Education, Information Advice & Guidance

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### Revision Log

Date	Item	Brief details of change
14/06/2022	-	Updated for 2022-23
16/06/2022	-	Links updated

# CEIAG Policy 2022-23

## 1 Rationale and Ethos

**1.1** The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 7-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils. This must include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and options.

**1.2** The government updated the Careers Guidance and Access for Education and Training Providers, which provides the new statutory requirements for schools/academies to follow, in August 2022

**1.3** The Careers Guidance and Access for Education and Training Providers publication includes how schools/academies must appoint personal with the appropriate skills, commitment and backing from the senior leadership team, ensure that students from Year 7-13 are offered independent careers guidance and that there is an opportunity for a range of education and training providers to access pupils to inform them of technical education qualifications and apprenticeships and that every school is using the Gatsby Benchmarks to develop a careers programme.

**1.4** The Stationers' Crown Woods Academy (SCWA) CEIAG policy adheres to the CDI Framework (Career Development Institute) and manages career learning in-line with the Gatsby benchmarks.

## 2 Key Contacts

Name	
Mr S Kazmi	Principal
Miss S Green	Assistant Principal
Miss A Taylor	Careers Leader and work experience coordinator

## 3 Rationale for CEIAG

**3.1** CEIAG is designed to meet the needs of all pupils to develop the knowledge, confidence and skills they need to make well-informed and realistic decisions that enable them to progress into successful learning and work in the future.

**3.2** A young person's pathway through learning and work requires support, commitment and strong leadership from all involved. All pupils need a planned programme of activities to help them make informed-decisions and plan their futures, both in the Academy and after they leave. A stable, planned careers programme that is embedded into the wider-curriculum will support the development of pupils' self-awareness, opportunity-awareness, ability to access and interpret careers information, decision making skills, and effective transition skills.

**3.2** IAG enhances and compliments the wider careers education provision and is currently available from Years 7 to Year 13. It is critical to:

- encourage and support pupils to positively engage in learning opportunities;
- help pupils explore and decide on options;
- support pupils to choose appropriate post-14, post-16 and post-18 destinations;
- work towards the prevention of pupils becoming NEET (not engaged in education, employment or training) and being disengaged;
- support educational improvement for vulnerable groups; and
- increasing social mobility.

**3.3** As part of the CEIAG policy, SCWA is committed to developing strong connections with employers who will support the work-related learning.

**3.4** SCWA is also committed to enhancing our links with local Further and Higher Educational Facilities who offer a range of both academic and technical pathways alongside Apprenticeship and Traineeship Providers.

## **4 Aims and Intended Outcomes**

**4.1** This policy sets out the aims of careers education at SCWA, with strong adherence to the guidelines set out by the Gatsby Benchmarks. The aims of outstanding, impartial careers education are to:

- empower all pupils to plan and manage their own futures;
- respond to the needs of each pupil as unique individuals;
- support progress at all levels of their education;
- provide comprehensive information, advice and guidance;
- raise aspirations, build confidence and encourage motivated participation;
- actively promote equality of opportunity, social mobility and challenge stereotypes;
- build strong partnerships with both Primary and Secondary providers; and
- involve parents/guardians in the design, delivery and evaluation of CEIAG programmes and activities.

**4.2** SCWA aims to provide:

- a robust, planned and comprehensive CEIAG programme with clear learning outcomes, which is currently being validated by the Investors in Careers quality award;
- access to independent and impartial guidance for all pupils with emphasis on key decision-making stages;
- a partnership approach to CEIAG provision including links with business, · A supportive and empathetic approach to managing transitions and next steps.

**4.3** Our CEIAG programmes aim to be interesting, engaging, informative and varied. They make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life by:

- helping them make successful transitions to adulthood through the development of skills, attitudes and abilities;
- providing opportunities to develop self-awareness, confidence and the exploration of opportunities;

- enabling them to access and interpret careers and labour-market information, applicable to their personal aspirations and interests;
- inspiring them to undertake their own careers research, within their ability, · Supporting them to achieve their full potential, giving unique and tailored support to targeted groups or individuals;
- encouraging a lifelong learning approach.

## **5 Delivery**

**5.1** Stationers' Crown Woods Academy is committed to the delivery of a comprehensive careers programme that meets the needs of all students, which is included within formalised schemes of work mapped to the most recent National Careers Framework set out by the CDI\* (2021) as well as the Gatsby Benchmarks and guidelines\*.

**5.2** Delivery of the CEIAG programme is designed and delivered with a whole-team approach in each academy, and can take shape in the following ways, (this is not an extensive list of what is on offer):

- tutorial activities
- formalised lessons
- group work and workshops
- mentoring programmes
- tailored, unique support to specific identified pupils
- talks and visits to and from external providers and businesses

**5.3** Stationers' Crown Woods Academy is also strongly committed to the application of the International Baccalaureate: Middle Years Programme (MYP) which actively supports career learning.

## **6 Local Authority Links**

**6.1** Stationers' Crown Woods Academy has strong links with Local Authority and other providers who offer support in regard of the raising of the participation age (16-18) which was required by Government from June 2013 in order to:

- promote and encourage participation in education and training of those covered by the duty; and
- have arrangements in place to identify and support those who are at risk of not participating (NEET).

**6.2** This partnership includes information sharing as appropriate, working within the guidelines of confidentiality and GDPR. In accordance with Section 13 of the Education and Skills Act 2008, the academies will notify the local authority of any learners leaving an education or training programme before completion.

## **7 Continued Professional Development (CPD) for Staff**

**7.1** CPD requirements in relation to CEIAG are identified through discussion with Line Managers including personal requests. A separate training analysis includes CEIAG and will be provided as appropriate to individual job-roles.

**7.2** Staff are kept updated about developments related to CEIAG at briefing meetings, training sessions, via staff bulletins and the staff conference. Additionally, there is a website for staff to access a range of resources and information to enable them to complete their role successfully.

## **8 Review and Evaluation of the CEIAG Programme**

**8.1** The quality of careers education is monitored and evaluated by:

- the analysis of the destinations of pupils;
- feedback from pupils and parents/guardians;
- reports to Academic Standards/governors; and
- stakeholder surveys to include feedback from businesses.

**8.2** This policy was developed and is reviewed regularly through discussions with teaching staff, the students, parents, governors, advisory staff and other external partners. It will be reviewed in June 2023.

## **9 Supporting Information**

**9.1** For further information please visit:

- <https://www.thecdi.net/New-Career-Development-Framework>
- <http://www.qualityincareers.org.uk/>
- <http://www.goodcareerguidance.org.uk/>
- <https://cswgroup.co.uk/csw-investor-in-careers/investor-in-careers/>
- <https://www.careersandenterprise.co.uk/>