



# Careers Education, Information, Advice and Guidance Policy

Approved by Trustees:

Signed: .....

Signed: .....

(Head of School)

Head of Careers.....

Review Date: July 2023 (2 years)

## **Principles**

We recognise that Careers Education, Information, Advice and Guidance (CEIAG) makes a significant contribution to preparing our students to take their place as suitably qualified and responsible adults within society, who can make informed choices and achieve personal and economic wellbeing throughout their lives. CEIAG will enable Hafs Academy students to develop key employability and enterprise skills which are highly valued by employers, colleges, universities and apprenticeship providers. By engaging parents and the local community our aim is for every student to fulfil their potential and be inspired to achieve a successful future. It is with this objective that our CEIAG programme has been developed, alongside reference to the recommended 8 Gatsby benchmarks.

We recognise and share the high aspirations that we believe local families have for their children and we will strive to bring out the best in every child through addressing their unique needs, nurturing their talent and developing their ambition.

## **Commitment**

CEIAG at Hafs Academy will:

- Provide a planned programme of activities to which all students from Years 7-11 are entitled, which will help them to plan and manage their careers
- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the students' needs
- Follow best practice guidance from the careers profession and other expert bodies
- Work in partnership with the outside providers to ensure all students access education, employment or training after KS4
- Aim to provide inspiration and aspiration as well as advice about Local Market information (LMI)
- Liaise with parents about LMI and raising aspirations
- Improving student outcomes
- Providing for an entitlement to high quality careers advice and guidance which supports student progression beyond KS4
- Providing for an entitlement to high quality careers information advice and guidance which supports students to make positive choices for subjects to study further
- Providing a range of wider careers activities offering the opportunity to learn about choices to study and the world of work
- Supporting students to avoid being Not in Employment, Education or Training (NEET)

### **Mission, Aims and Values.**

Priorities for Careers Education, Information, Advice and Guidance (CEIAG) will be identified through a range of information, with due regard given to safeguarding issues, such as:

- Statutory requirements
- Student progress data
- Our self-evaluation processes
- Feedback from students and parents
- Monitoring visits such as Ofsted, internal and external reviews, external consultants and quality standards such as Quality in Careers Standard
- National and local priorities

### **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, marking and special educational needs and disabilities (SEND). Furthermore, this policy will follow school policies such as:

- Equality Policy
- Behaviour Policy
- Safeguarding Policy
- SMSC Policy
- Attendance Policy

### **Statutory Framework**

- The Education Act 2011 - Statutory guidance for schools
- Gatsby Benchmarks
- Section 42A of the Education Act 1997
- Career Development Framework, Career development institute (CDI).

## **Learning Outcomes and purposes**

Students are entitled to CEIAG which meets professional standards of practice and which is person centred, personalised and impartial. CEIAG activities will be embedded in the curriculum and based on a partnership with students and their parents and carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

The policy is intended to improve outcomes for all students to take part in careers education programmes which will help them in the following ways:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Understand the requirements and possibilities within further and higher education and gain knowledge of apprenticeships and vocational pathways
- Access relevant information and learning from taster activities and experience of work
- Make and maintain individual progression plans to help them improve their prospects of success
- Have opportunities for a personalised careers guidance interview with a professionally accredited careers adviser
- Engage with people, ideas, challenges and applications from the business world
- Have opportunities to learn about STEM related careers
- To inform and guide students and support them to make effective decisions about their future
- To inspire students to achieve through access to work- related activities and role models
- To reduce the likelihood of students becoming NEET post-16

## **How the Learning Outcomes will be achieved**

All students from years 7-11 will have access to a comprehensive and impartial careers programme and work related activities. This will include delivery of CEIAG topics

- Tutor and mentoring activities
- Careers interviews
- Careers presentations and activities
- Careers activities with employers
- Guest speakers
- Mock interviews
- Attendance at Careers Fairs
- Transition meetings for targeted students
- University visits
- Apprenticeship talks
- STEM (science, technology, engineering and maths) activities across the curriculum
- Access to online portals and provision such as the National Careers Service
- Careers activities within curriculum areas

A careers programme and entitlement statement will be placed on the school website at the start of the academic year.

Work experience will be actively encouraged for every year 10 in the spring term each year. It will aim to provide students with a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career plan effectively. For those students who do not access work experience they will have planned activities and an experience of the workplace, within the week.

Employers from a variety of careers will be invited into schools and where possible students will be taken to visit a number of local businesses, colleges and universities.

All students will have access to, and support with using careers information that is:

- Easy to find and available at convenient times and in convenient locations including via the internet
- Clearly labelled and referenced
- Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help
- Unbiased and up-to-date

Via

- Careers displays
- Library
- ICT
- Assemblies
- Interviews
- Links with local businesses

## **Implementation**

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled 'Good Career Guidance.' The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The school works within the Gatsby Benchmarks and runs an annual audit against the standards to inform planning for the following year.

Hafs Academy will ensure that each Gatsby benchmark has been implemented:

### **1. A stable careers programme**

- The senior management team will endorse the careers programme and it will have an identified and appropriately trained person responsible for it
- The careers programme will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. This will be refreshed annually
- The programme will be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process through an annual survey

### **2. Learning from career and labour market information**

- Every student, and their parents, will have access to good quality information about future study options and labour market opportunities. Key information will be placed on our website annually
- We will do our best to ensure students have the support of an informed adviser to make best use of available information. The Careers and Aspirations Manager's contact details will be published on the website to aid this

### **3. Addressing the needs of each student**

- The school recognises students have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each student. The school's careers programme will embed equality and diversity considerations throughout
- The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations through a diverse range of activities and opportunities. Monitoring processes should account for this

- The school will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions
- The school will investigate ways so that all pupils have access to these records to support their career development. This could be through a linked document on the Dynamic Progress Reporting software
- The school will collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This will be done through the services of 15Billion EBP
- The school will ensure that the advice given to each student is tailored to their individual needs and communicated in a suitable way
- The school will ensure that other relevant professionals are involved where relevant and practicable in supporting the CEIAG given to students. This could include SENDCo, LAC coordinator, Pathway to Excellence lead coordinator, Virtual School and Social Workers

#### **4. Linking curriculum learning to careers**

- We will promote opportunities for teachers to link curriculum learning with careers. For instance STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. This will be done through individual lessons, the options fair and key weeks such as Geography Awareness week, Science week and careers fairs
- 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.

#### **5. Encounters with employers and employees**

- Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- This will be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. This will be planned using the careers calendar and tracked and monitored systematically.

#### **6. Experiences of workplaces**

- Every student will have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. We work closely with 15Billion to ensure all our students get first hand work experience.
- This will be fulfilled through a work experience opportunity in year 10 and further opportunities which become available such as industry visits and programmes such as Macfarlanes and mentoring through 1MM- One Million Mentors. This will be mapped appropriately on the careers calendar. Students in Year 10 have a Future Focus Day where they have various workshops run to develop their employability skills.

## **7. Encounters with further and higher education**

- All students 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.
- 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.
- This will be facilitated through the Progression Evening, college open days, college visits and guest speakers. The CEIAG office will have a range of prospectuses and linked material for students to access. There will also be a CEIAG notice board advertising open days.

## **8. Personal Guidance**

- Every student will have at least one personal CEIAG interview.
- Students are selected for careers interventions based on their specific interests (the annual careers survey)
- Students can speak to careers advisor during drop in sessions Communication with Parents and Carers
- Key information will be available on the careers section of the school's website. This includes the contact details of the Careers and Aspiration Manager for specific concerns
- The Careers and Aspirations Manager will be available at key parent events including options evenings, KS4 parents and information evenings.
- There will be a virtual careers coffee morning for parents to drop in at strategic points in the school year
- Parents will be informed in writing of specific careers events involving their own child
- Careers events generally are shared via the school newsletter and social media channels

## **Roles and Responsibilities**

Hafs Academy has a designated person responsible for CEIAG in the school. They are known as the **Careers Coordinator (Jhakkir Hussain)**. **They have the following responsibilities to:**

- Produce a Careers and Aspirations Calendar annually to map CEIAG activities and monitor for a broad and balanced approach to careers activities ensuring that all students achieve effective and timely careers interventions
- Plan and deliver key interventions both in school and off-site
- Provide up to date and relevant information to students around choices available
- Liaise with outside agencies and providers to enhance students' learning around careers and the world of work
- Provide 1-1 careers interviews to students to plan for their future
- Offer drop-in support for students around their choices
- Systematically record and monitor all careers activities and interventions
- Keep up to date with changes in legislation and opportunities around careers education
- Produce reports systematically on careers interventions
- Deliver an effective work experience programme
- Assess the impact and effectiveness of careers interventions and activities
- Work towards the Gatsby Benchmark Standards Member of the Leadership Group A member of the Leadership Group will always line manage careers.
- Systematically review all careers interventions to ensure effective monitoring, recording and tracking
- Provide reports to the Headteacher on CEIAG at regular intervals
- Assess the impact of CEIAG through various means including the annual destinations report, completion of college applications, effective option choices, participation in work experience
- Work towards and within the Gatsby Benchmark Standards
- Ensure that all student needs are met in the career calendar and that specific groups are catered for adequately (SEND, MAS, gender)
- Brief the Headteacher through half-termly meetings on the work in the CEIAG department
- Liaise with departments around careers in the curriculum

### **The Headteacher (Kazi Hussain). Responsibilities:**

- Ensure the school's statutory duty around careers is fulfilled
- Ensure that there are sufficient resources deployed for CEIAG
- Ensure appropriate training is in place for staff to fulfil their careers duty
- Ensure there is equality of access and opportunity for all students in CEIAG
- Ensure a member of the Local School Board is a link member for careers
- Publish a policy statement setting out their arrangements for provider access and ensure that it is followed. The Headteacher will ensure this can be found on the careers section of the website

**The Trustees have an overview and their responsibilities are to:**

- Ensure the school is compliant with the CEIAG policy and statutory duty
- Liaise with the Leadership Group member in charge of careers
- Look closely at how careers is delivered in the school

**Monitoring and Evaluation**

This policy will be monitored through:

- Quality assurance processes which include; lesson observations, work scrutiny, learning walks, student voice interviews
- SLT monitoring of quality assurance processes though; coaching meetings, learning walks, lesson observations; interviews with staff and students
- SLT reporting to trustees
- Student voice feedback
- Governor link visits
- External review processes such as those led by Ofsted, HMI and challenge partners
- Regular reviews of partnership activities with providers such as Newham Youth Zone and Newham Connect.
- Outcomes for students including destination measures