

**CEIAG Policy (including Careers Plan, see Appendix 1) Updated**

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| **Policy Details** |  |
| Policy prepared by: | Charlotte Poynton, Senior Assistant Principal |
| Date reviewed: | July 2023 |
| Approved by Governors: | July 2023 |
| Date of next review: | July 2024 |

**AIMS**

Supporting our pupils to be ‘Safe, Ready and Respectful’ is the heart of what we do at The Edge. We work hard to ensure our students take advantage of every opportunity, responsibility and experience in life. We aim to raise students’ aspirations and ensure every pupil strives to work towards their goals. Quality careers education, information, advice and guidance allows pupils to explore every avenue available to them and set a path that suits them. We recognise our students come from a range of backgrounds so we aim to provide support to them and their families to decide the future that they want to work towards. Our curriculum is designed to prepare young people to be ready to move on to their next stage safely and produce respectful, responsible citizens.

The Edge’s CEIAG programme allows students to build towards meaningful education and employment in a graduated and supported way. We offer KS3 a range of CEIAG opportunities and offer plenty of time to evaluate these experiences so students are confident and competent to make sensible choices in our bespoke KS4 programme. The students will receive one to one support and guidance throughout KS4 to ensure that they have high expectations for their future.

CEIAG is an integral part of preparing students to be active and engaged in their community. Careers information is embedded in every curriculum area and targeted through explicit Life Skills lessons, form time activities and weekly work related learning opportunities. Bespoke careers advice and guidance means students do not follow one fixed programme but learning is accredited where possible with AQA unit awards.

We have high expectations for all our students and work hard to raise aspirations. For every student that has a goal in mind we will be there to support them. We will explore potential career and education routes and discuss back up plans. However, not everyone has a dream, for those students who don’t know what they want to do we will support them to explore options and ensure they have a broad and balanced curriculum to underpin their qualifications.

Our careers lead is Charlotte Poynton.

charlotte.poynton@theedgeacademy.co.uk

**COMMITMENT**

The Edge Academy is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7 -11. We seek to ensure we adhere to the guidelines as outlined in ‘Careers Strategy: making the most of everyone’s skills and talents’ (Dec 2017) and ‘Careers Guidance and Access for education and training providers: Statutory guidance for governing bodies, school leaders, and school staff’ (Oct 2019)

The guidance outlines that high quality education, information, advice and guidance should help people to:

• understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;

• be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;

• understand their own knowledge and skills and how they can be used in the

workplace;

• get, hold and progress in a job, whatever their age, ability or background;

• increase the amount they earn across their working lives;

• improve their well-being through doing a job they are good at and enjoy.

The Edge are committed to achieving The Gatsby Career Benchmarks: a world-class standard for schools and colleges. We will regularly assess our careers provision against the benchmarks using the Compass+ self-assessment tool and the Careers and Enterprise Company advisors.

**The Gatsby Benchmarks**

1**. A stable careers programme**. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. **Learning from career and labour market information**. Every student, 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.

3. **Addressing the needs of each student**. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.

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

5. **Encounters with employers and employees**. Every student 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.

6. **Experiences of workplaces.** Every student 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.

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.

8. **Personal guidance.** Every student 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.

The school Governors and Senior Leadership Team are committed to achieving these benchmarks and this is demonstrated in the resources available:

• A well established and bespoke Careers Department.

• Link Governor for CEIAG (Eileen Schofield)

• Senior Assistant Principal (Charlotte Poynton) with overall responsibility for Careers.

• Independent Careers Advice from Birmingham Careers Service, dedicated to offering independent and impartial careers information, advice and guidance to students on all the options available to them.

• Continuous Professional Development for all staff– identifying training needs to ensure knowledge and skills up to date.

• A well-resourced careers library that is accessible to students.

**Our CEIAG Curriculum Offer:**

1**. A stable careers programme**. The careers programme will be published and widely available so students will know and understand what opportunities are available to them; they will understand how to access additional support and information. We will evaluate careers activities using student feedback to ensure our programme is effective and has impact.

2. **Learning from career and labour market information**. Students will be taught about a range of careers through form time, the life skills curriculum, assemblies and curriculum enrichment opportunities. They will access a range of tools to find out about future study options and labour market opportunities. They will also have access to an informed adviser to make best use of available information.

3. **Addressing the needs of each student**. As well as careers input in a range of curriculum settings, students will make informed choices throughout their time at the Edge to create a bespoke careers experience. Students will have one to one mentoring, individualised work experience opportunities, personalised careers guidance sessions and independent careers advice. All students will follow the Skills Builder programme to develop their essential skills and assess areas for development.

4. **Linking curriculum learning to careers**. Students will be taught about how each curriculum area links with future careers. There will be a particular focus on the relevance of STEM subjects for a wide range of future career paths.

5. **Encounters with employers and employees**. Every student will experience a range of enrichment activities including visiting speakers and mentoring building towards mock interviews and enterprise activities in KS4.

6. **Experiences of workplaces.** Students will have experiences of the workplace through work visits, work shadowing and/or work experience throughout KS3 to help their exploration of career opportunities. This culminates in the careers team supporting students to source and complete one day a week work related learning in KS4.

7. **Encounters with further and higher education**. All students will be given opportunities to explore 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. Students will all have a meaningful encounter with a college, university and an apprenticeship provider in KS4.

8. **Personal guidance.** Every student should have opportunities for guidance from their form tutor and the careers team throughout their time at The Edge. In KS4 all students have interviews with an independent career adviser from Birmingham Careers Service. Students will create a bespoke careers plan and work towards completing a Record of Achievement and a CV.

**WORKING WITH PARENTS/CARERS**

Contact with parents is maintained in a variety of ways, including:

* An overview of our provision on a dedicated parents/carers section on the careers page on the school website.
* News, information and opportunities shared on the academy website and social media platforms.
* Careers staff presence at parent’s evenings.
* Response to ad-hoc requests for advice and information, including appointments in school.

**EQUAL OPPORTUNITIES**

We are committed to promoting equal opportunities and seek to challenge stereotypes and ensure our students achieve their full potential. This will be done through explicit teaching and ensuring that all students are provided with a range of careers experiences and opportunities.

**EVALUATION, MONITORING and REVIEW**

The CEIAG policy is reviewed annually and an ‘Impact Document’ is monitored and reviewed regularly throughout the year. Each event on the careers programme is evaluated by students and, where possible, teachers and providers. Feedback will be used to inform the planning for the careers programme for the following year.

Destination data is collected and analysed alongside the context and locality document that informs our curriculum rationale and intent.

This policy should be read in conjunction with the following policies:

* Quality of Education Policy
* Equality Policy

**Supporting Documents**

Gatsby Report Good Careers Guidance in Schools

http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance2014.pdf

Statutory Guidance

https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

Careers Strategy

https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

CDI Framework for careers, employability and enterprise education

<http://www.thecdi.net/write/BP556-CDI-Framework-web.pdf>

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|  Essential Skills AssessmentsEssential Skills CurriculumLabour Market Information activitiesCareers Drop in Sessions Employer encounter each year Higher or Further education encounter each year |
| **Ongoing** | **Key Stage 3** | **Year 10** | **Year 11**  |
| Connect ProgrammeBased entirely on Essential Skills  | Employability WorkshopsBespoke Work Related Learning placementsCV workshops | Employability WorkshopsBespoke Work Related Learning Placements CV workshops  |
| **Autumn Term**  |   | Careers support at parents eveningCareers Fair Visit Parent’s workshop  | 1-1 guidance and personal careers interview with personalised action plan. Careers support at parents eveningSupport with college applications Visits to external training, college providers and careers eventsParent’s workshop  |
| **Spring Term** |  | Guidance and personal careers interview with personalised action planCareers drop in sessionsCareers workshopsCareers support at parents eveningVisits to external training providers, colleges and careers events  | 1-1 guidance and personal careers interview with personalised action planCareers drop in sessionsCareers workshopsCareers support at parents eveningSupport with college application |
| **Summer Term**  |  | 1-1 guidance and personal careers interview with personalised action planCareers workshopsCareers support at parents eveningVisits to external training providers, colleges and careers events | 1-1 guidance and personal careers interview with personalised action plan.Support with college applicationsPost 16 preparation and support |