



**CEIAG**  
**Careers Education, Information,**  
**Advice & Guidance Policy**  
**Ref NGHS20**

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## 1. Background and Rationale for CEIAG - -

There has been a statutory duty on schools since the Education Act 2011 to provide independent, impartial careers information and guidance.

The Ofsted report: 'Going in the right direction?' (2013) states that schools should:

- develop and implement a clear strategy for careers guidance
- use destination data on students' progression after leaving school or transferring to Year 12 in their sixth form to monitor the choices made by students at the end of Year 11
- ensure that every school governing body has an employer representative, and that the vocational route, including apprenticeships, is given equal status to the academic route, for example, by fostering greater links with employers so that young people and their parents/carers are exposed to a wider range of career options
- promote the wider range of progression routes available at further education colleges, independent learning providers, and communities and skills providers.

Further guidance in 2014 from the Department of Education sets out clearly the responsibilities now placed on schools to ensure all students have access to CEIAG that encourages all students, including the most vulnerable to develop "high aspirations and consider a broad and ambitious range of careers."

Schools are expected to work in partnerships with; local employers and other education and training providers as well as facilitating access to a range of inspirational role models.

Schools should create a learning environment which allows and encourages students to tackle real life challenges and develop employability and entrepreneurial skills.

Given the government has raised the participation age (RPA) so that all young people are now required to continue in education or training beyond the age of 16 schools must ensure students understand this and are suitably supported to make appropriate choices about the routes they pursue. In addition, schools are required to share information with the local authority and use this Destination Measures data to see how successfully their students make the transition to the next stage of education or training.

Newall Green High School is committed to providing quality and impartial careers education, information and guidance ensuring students are able to make informed and aspirational choices about their future routes. At the core of all the careers work is the belief that quality CEIAG has a positive effect on student engagement, attitudes and outcomes; it improves the options students have on leaving Newall Green High School and results in improved life chances for them and their families. In essence our students can continue to be happy, creative and successful well after leaving school.

## 2. AIMS and Objectives

Newall Green High School is committed to:

- Offering impartial careers education, information, advice and guidance to all students
- Ensuring equality of opportunity for all and challenging stereotypes.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student's aspirations, self-awareness and participation in the CEIAG programme provided by via Respect and Strive Values Curriculum.
- Developing an understanding of employability skills and what is needed for success in the work place.
- Providing the opportunity for work experience for all students

- Empowering students by ensuring they know how to make good use of the paper-based, on-line and staff resources available so that they can make informed and appropriate choices throughout their school journey
- Supporting students in their self-reflection and critical thinking which they can then use to inform and develop individualised Plan of Action.
- Working in partnerships with parent/carers, FE Trainers and providers, employers and other related services.
- Ensuring all students are suitably prepared for their transition from KS3 to KS4 and KS4 to KS5/Post 16 routes
- Embedding feedback from students and staff throughout the CEIAG delivery in order to inform and improve subsequent delivery of CEIAG.
- Encouraging students to become lifelong learners and remain Healthy, Safe, Stable and in all they do contributing positively to work, society and their own future.
- Working with Manchester Career Connect service and providing Destinations data
- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become NEET.

### **3. Curriculum:**

The school has mapped out the CEIAG provision in line with the recommended CDI - ACEG framework. The ACEG framework is structured around the 17 'big ideas' in careers and work-related learning and these have been embedded in the delivery of CEIAG at NGHS building from Year 7 through to Year 11. We use our IAG award and review process along with Navigate employability processes to ensure this is cohesive in planning and delivery.

The careers programme is differentiated to ensure progression (although there is a clearer focus at key transitional points.) This is achieved by giving each year group a particular focus and drive. CEIAG occurs through the Academic Curriculum, Respect Curriculum and the Drop Down Strive Activities and Curriculum. The pathways follow the school Road Map attached.

- **Year 7** – Dare to dream – Aspiration and the mapping of skills and abilities.
- **Year 8** – Recognising and developing employability skills / option choices for KS4.
- **Year 9** – Researching career choices and where the subjects being studied can lead. Looking at which skills are missing and need to be acquired.
- **Year 10** – Researching college courses and the further development / embedding of employability skills through work experience. Developing skills and interests profile; building on the STRIVE Values of Employability.
- **Year 11**- Consolidating STRIVE Values and Employability skills. Deciding on which route to follow and completing the Application process. Securing the grades required.

Throughout the five year CEIAG programme students will be given the opportunity to participate in a variety of activities including:

- subject specific information from staff and curriculum areas
- group work and individual interviews when choosing options and making decisions about post 16 choices
- information and research activities in the library / ICT suites eg. Using Various online portals
- work-related learning (including two weeks work experience)
- action planning and recording achievement (using Navigate)
- taking part in aspirational career experiences
- participating in careers events in Years 7-9 and Year 10 + Year 11 and Options evenings
- Listening to presentations from Curriculum staff (Year 8 Options) and Post 16 providers (Year 10+11)
- taking parts in college visits

- completing one to one CEIAG sessions with the Careers Advisor
- participating in specific enriching STRIVE events and activities such as Enterprise, Mentoring, Civil Service Experience Days etc. that develop student employability, interview or entrepreneurial skills.

#### **4. Timetabling:**

The CEIAG programme integrated into the Respect sessions and is given additional credence by the use of profile staff within each year group.

- In Years 7-10 all students have an hour lesson each half term and tutor activities weekly. The sessions are delivered by the attached SLT or member of the Respect teaching team.
- In Year 11 all students have the Respect delivery timetable and an intensive pick up programme delivered by key staff

#### **5. Careers Advisor:**

The school has a contract with an independent career guidance service for the provision of a named Careers Advisor to provide a specified number of days of Careers Education, Information, Advice and guidance across the school (Empower Services 2017/18 Contract attached). As part of the agreement the advisor is required to attend the Parents' Evenings of Years 8 & 11. In addition, the advisor supports the transition careers input in Year 8 where students make option choices for KS4 and Year 11 where students look at Post 16 routes; at both these events the advisor is available for parental / student enquiries.

Each student in Year 10 or 11 is given the opportunity to have a minimum of one face to face session. During the session the student will have an individual Action Plan drawn up, a copy of which is shared with student, home and is updated after further meetings.

In addition, any student at NGHS can make an appointment to see the advisor through the Careers Hub or attend a drop in session after school at a lunch time drop in held once a week.

When deciding on the order of students seeing the careers advisor, risk factors and attainment data are used to group accordingly.

Tutors, Heads of Year and Senior Staff can make a referral at any point.

Where a referral is made by Safeguarding, SLT or the Head of Year at any point, these students are prioritised.

#### **6. Staffing:**

CEIAG is delivered by a range of staff that form the Respect team at our school. Each member of staff plays a crucial role in providing comprehensive support to all our students. All staff are expected to maintain and develop relevant expertise and knowledge to support them in delivering CEIAG via core delivery or as part of their subject area. The SLT CEIAG Lead is responsible for the identification of need, the implementation of appropriate CPD and for monitoring its impact. Information is shared via staff portals to ensure staff are up to date with the current pathways, opportunities and local information.

**7. Resources:**

The school has a specific careers hub which is suitable for interviews and reviews. The room is situated on the Learning Support Corridor. Within the Hub a careers section has been developed and continues to be added to.

- Contract for the provision of an Independent Careers Advisor in school is secured through the school budget annually.
- Funding for Respect and CEIAG curriculum is allocated in the annual budget.
- Funding for the provision of Work Experience for all Year 10 students is allocated annually from the school budget.
- Funding for additional CEIAG events can be sourced from the CEIAG budget.

**8. Monitoring and review:**

The CEIAG and careers provision has a built in review annually.

Careers events and activities have project reviews built in. All these evaluations are then used to inform future planning and delivery.

This policy will be reviewed as part of the policy review programme, built into the Governing Body Workplan.

Newall Green High School is committed to the provision of quality CEIAG for all students. As such we will monitor the provision to ensure that we are effectively catering for students needs. This includes:

- Annual review of CEIAG and careers provision
- All careers activities are impact evaluated
- Use of evaluations to inform future planning and delivery
- Annual survey of students and parents.

The governing body will be regularly updated on the destinations of students. This will enable senior leaders and Governors to regularly review the impact of this policy.

<b>Document Control</b>	
Title	NGHS20 CEIAG Policy
Date	April 2018
Supersedes	
Amendments	New Policy
Related Policies/Guidance	Post-16 Transition policy (In development) PSHE Policy (In review and development)
Review	2 year
Author	
Date consultation completed	
Date adopted by Governing Body	

**APPENDIX ROLES:**

	<b>Responsibility</b>
<b>CEIAG SLT Lead</b>	<ul style="list-style-type: none"> <li>• Line Manage Respect coordinator</li> <li>• Day to day management of Careers Advisor</li> <li>• Destinations data – liaise with LA</li> <li>• Manage Empower agreed contract – sharing information</li> <li>• RPA agenda</li> <li>• Manage Life Skill staff (Year 11)</li> <li>• Liaise with Post 16 providers and set up</li> <li>• Track Alumni and develop Alumni community with SLT colleagues</li> <li>• Liaise with link Governor.</li> </ul>
<b>HEAD OF YEAR</b>	<ul style="list-style-type: none"> <li>• Collate data on student career interests/ plans</li> <li>• Work with CEIAG Lead and Advisor in identifying students for particular careers events.</li> <li>• Liaise with Intensive team</li> <li>• Review training needs of tutor team</li> <li>• Update IAG resources</li> </ul>
<b>FORM TUTORS</b>	<ul style="list-style-type: none"> <li>• Delivery of Life skills/CEIAG</li> <li>• Support students</li> <li>• Write School Reference to support Post 16 choices.</li> </ul>
<b>TEACHING STAFF</b>	<ul style="list-style-type: none"> <li>• Identify and liaise with HOY students requiring CEIAG</li> <li>• Provide individual support for students to develop aspirations / future plans and access CEIAG</li> </ul>
<b>CAREERS ADVISOR</b>	<ul style="list-style-type: none"> <li>• Provide impartial careers CEIAG to all students</li> <li>• Support in staff training</li> <li>• Provide 1 to 1 support</li> <li>• Write and distribute Action Plans</li> <li>• Liaise with Colleges to confirm destinations</li> </ul>
<b>RESPECT COORDINATOR</b>	<ul style="list-style-type: none"> <li>• Develop and oversee CEIAG / Respect curriculum</li> </ul>
<b>ADMINISTRATION SUPPORT</b>	<ul style="list-style-type: none"> <li>• Careers FE event</li> <li>• Manage the appointment requests for Careers Advisor</li> <li>• Application</li> <li>• Assist with follow up destination phone calls in September</li> </ul>



## Service Level Agreement Between

**Emma Lees (Empower Services)  
&  
Newall Green High School & Sixth Form**

### Objectives

1. To deliver one-to-one guidance to year 11 and sixth form
2. To support the delivery of CEIAG in years 7-10 with intervention work as required
3. To work in partnership with school in providing advice and scrutiny for strategic direction including IAG award and link with external providers.
4. Organise and implement Careers Fair

### Delivery

#### **Quantitative Data to be gathered**

- One-to-one guidance interviews with action plan
- Group works
- Guidance within group sessions
- Events
- Mock Interviews

#### **Qualitative Data and Processes to be enacted**

- Set up systems for arranging guidance interviews
- Identify key members of staff to work with
- Network effectively with outside agencies to support young people
- Prepare handouts/presentation on various topics for students and staff
- Detailed, personalised summary of guidance prepared for student (see example)
- Registered professional with the Career Development Institute and other training as appropriate to be logged

#### **Key Actions and Agreements**

- Continue with careers guidance for year 11's 2 days a week
- Offer support with Aspiring IAG
- Build up stronger links with agencies to support 'at risk students'
- Plan and organise Careers Events and Apprenticeship Events
- Plan for Providers of Opportunity to meet with identified groups of students, e.g., Army Careers, NHS, Navy, different sector areas...
- Work with identified students using different assessment methods