



**SHIRELAND**  
COLLEGIATE ACADEMY TRUST

Shireland Collegiate Academy Trust Policy

# Trust CEIAG Policy

<b>Committee and Date Approved</b>	Board – Summer 2021
<b>Category</b>	Operational Regulations
<b>Next Review Date</b>	Annually unless change in legislation – <b>Summer 2022</b>
<b>Policy Availability</b>	Trust Website
<b>Officer Responsible</b>	Educational Lead

**This policy reflects the guidance provided by the Shireland Collegiate Academy Trust for its Academies.**

## Introduction

Shireland Collegiate Academy Trust is committed to providing its students with a varied programme of careers education and guidance activities to equip and enable them to make informed decisions and choices at key transition points during school.

Careers should be transformational to the lives of young people. Within our Trust careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations.

## Purpose

This policy provides guidance to trust academies on the development, structure, and management of their careers provision.

It aims to help academies develop, identify, and add to their employability skills provision. It also contributes to the academies key values in ensuring excellence and raising aspirations whilst enabling students to acquire social and vocational skills. Importantly it seeks to help students understand and be prepared for the ever changing and challenging world of work.

The Shireland Collegiate Academy Trust aims to ensure our programme:

- Raises aspirations.
- Provides a platform for students to plan their future.
- Enables students to aim higher and achieve their career goals.
- Provides comprehensive information and advice.
- Actively promotes equality for all and challenges workplace stereotypes.

Gatsby benchmarks have been considered throughout to support academies within the trust to meet these in full.

The Gatsby Benchmarks are:

1. A stable career programme.
2. Learning from career and labour market information.
3. Addressing the needs of each learner.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experience of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

## Aim

We aim to support students to make realistic and informed decisions about their future by:

- Raising aspirations and providing impartial and independent information and guidance.
- Contributing to strategies for raising achievement, especially by increasing motivation.
- Supporting inclusion, challenge stereotyping and promote equality of opportunity.
- Encouraging participation in continued learning including Higher Education, Further Education, Apprenticeships and Training.
- Developing Enterprise and Employment skills.
- Reducing Not Employed in Education or Training (NEET) figures and drop-out from courses in education and training.
- Contributing to the economic prosperity of individuals and communities.
- Meeting the needs of all our learners through appropriate differentiation.
- Raising awareness of the Local Labour Market Information and skills gaps.
- Involving parents and carers in key decisions covering careers and progression.
- Working closely with our partners to provide a wide variety of meaningful experiences.

## Statutory Requirements

Academies are required to ensure that there is an opportunity for a range of education and training providers to access learners in years 8 to 11 for the purposes of informing them about approved technical education, qualifications, or apprenticeships.

Academies must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these learners.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our academies comply with these requirements.

## Entitlement

### Student Entitlements

Teachers within our trust and in collaboration with career professionals will ensure our students can develop in the following way:

- Provide independent advice and guidance to years 7 to 11, giving access to impartial information regarding option and alternate education focussed on the needs of the cohort. This includes qualification options, career choices, pathways and similar.
- All students to receive one, one to one career interviews offered by a qualified careers advisor between years 9 and 11. This advice is impartial and will enable the student to develop an action plan for progression.

- Students will learn a progressive careers curriculum focussed on competencies devolved from the CDI framework which enable students to explore the following:
  - Developing yourself through careers, employability, and enterprise education.
  - Learning about careers and the world of work.
  - Developing your career management, employability, and enterprise skills.
- Provision and information of opportunities for work experience, traineeships and apprenticeships based on individual interests in the process of promoting the understanding and the experiences of the world of work.
- Access to the Careers Portal and Unifrog, a school-based platform for promoting and teaching careers education.

### **Parent Entitlement**

Parents/carers can access careers support for their child in a variety of ways including:

- Individual meetings.
- Academy website.
- Options evening, parents evening and opening evenings.
- Careers information via individual academy Career Hubs and the National Careers Service website.
- Information and updates on academy social media.

### **Equality and Diversity**

The Trust Lead for Careers ensures that the careers education and guidance delivery meet the requirements of the Trust's Equality Policy.

### **SEND Provision**

All learners follow the same programme of careers as their peers, with differentiated support from the SEND team where appropriate including liaison with parents/carers. This is heightened during the option selection process and post 16 pathways where independent careers advice and support is offered.

### **Delivery of the CEIAG Provision**

#### **Place within the curriculum**

The careers curriculum has been created following the [CDI Framework](#) for all year groups and is delivered both during Personal Development time (see reference to the Personal Development Policy) and tutor time. The taught provision is enriched by the following:

- Programme of assemblies and enrichment workshops.
- Annual career focus days.
- Student visits to and from external companies and education establishments.
- Visits from Higher/Further Education including Apprenticeships and T Level qualification information.

- University visits.
- Staff training and updates by qualified careers professionals.
- Specific events for parents/carers and learners to provide specialist support.

## **Destination Data**

The Shireland Collegiate Academy Trust places a responsibility on its academies to maintain a full and comprehensive tracking system that gives every learner the opportunity to progress successfully after school.

Our academies track:

- Intended destinations.
- Offering individualised support to those learners who are at risk of becoming NEET (Not in Education, Employment, or Training) or become NEET.
- Academies maintain records of all CEIAG interventions and interviews.
- Vulnerable learners who are at risk of becoming NEET are referred to their Local Authority team for additional support.

## **Management of CEIAG Provision**

### **Management**

The CEIAG Programme strategy is planned at Trust level by the Secondary Lead and Senior Careers Leader.

There are Careers Leads at each academy who ensure that the strategy is implemented. This is monitored by the use of Compass and is supported by a nominated member of each academies SLT.

### **Staffing**

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders, Middle Managers and Careers Professionals. Staff receive annual careers training via their departmental leads.

Independent and impartial careers advice and guidance is provided via qualified careers professionals.

### **Partnerships**

The Trust has a range of formal and informal partnership arrangements.

These include business volunteers, Further Education, Higher Education and Training providers which are all local to each academy. Each academy is part of the Black Country Careers Hub. This is coordinated by the Black Country Consortium who on behalf of the Careers & Enterprise Company deliver the Enterprise Adviser Network Programme. As part of this programme each academy has a dedicated Enterprise Coordinator and

Enterprise Adviser from the World of Work assigned to them to support the delivery of a high-quality career's education for all learners.

Working relationships are maintained with these sectors by staff acting as career representatives in school such as HoYs, HoDs and the designated careers leader. Sectors are invited into the academies to work with students. Information on this is available on the academies website in the form of the baker clause.

## **Resources**

A range of careers information, in a variety of formats, is provided on the Careers Hub so that it is accessible to all students. Resources are managed in the academies to ensure that they are up to date and meet the needs of all students. Each academy has a specified careers area on their website which contains a vast array of resources.

## **Budget**

Funding is allocated in the academies to a careers annual budget, maximum use will be made of quality assured free resources and longevity of careers materials is taken into consideration when purchasing priced materials.

## **Staff Commitment**

The Trust believes that CEIAG impacts on the whole curriculum and will be embedded and delivered through all subjects. All staff should have access to a minimum of 1 hour per year through CPD time to update their careers knowledge and keep informed of current developments in careers pathways. Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

## **Monitoring, Review and Evaluation**

A report will be submitted to the Trust Board on an annual basis, including an account of activities, a review of progress and an evaluation of learner and parental response to provision. Once per term a Gatsby compass audit is conducted by the SLT link and Careers Leader in each academy.

Academies are expected to utilise feedback from the curriculum evaluations, partnerships, parental, and students' feedback to improve the provision on a timely basis. This should be in keeping with the academies annual review period.

## **Related Documents**

This document is available for families, carers and governors via the Shireland Collegiate Academy Trust [website](#).

Each academy within the trust is responsible for updating and making public the following documentation:

- Academy specific careers policy.

- Baker Clause.
- Programme of Study.