



Careers, Education, Information and Guidance (CEIAG)

Coordinator	Vicky Reed & CEIAG Manager
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Does this policy need to be agreed by Trustees? If yes, which committee?	Yes Engagement & Achievement
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This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website/Parents Information Evening
Students	Assemblies, PSCHE & Focus Days

Contents

1. Philosophy and vision.....	2
2. Aims and objectives	2
3. How the aims and objectives will be achieved	3
4. How entitlement will be delivered and monitored:	4
5. How provision will be managed and coordinated: roles and responsibilities	5
6. Staff access to professional development	5
7. How provision will be funded and resourced	5
8. How business links will be developed, coordinated and maintained	6
9. How learners will be able to access impartial information and guidance about programmes/options	6
10. How provision will be monitored and evaluated	6
11. Key CEIAG websites.....	7



1. Philosophy and vision

Clapton Girls' Academy is committed to having an academy wide approach to Careers, Employability and Enterprise including Work Experience and Careers Education and Information, Advice & Guidance (CEIAG).

We seek to provide all students with an excellent basis for a successful and fulfilled future; one which prepares them for adult life as students, employees and / or employers.

At Clapton Girls' Academy we support enhancing student aspirations and seek to motivate students in every way possible. Students develop the skills and strategies they need to shape their future and flourish as independent people in whatever areas they choose.

We provide careers, employability and enterprise learning through a three-strand approach, delivered by trained professionals and based on the Career Development Institute (CDI) Framework as follows:

- I. **Developing yourself through careers, employability and enterprise** by providing opportunities for students to realistically appraise their qualities, skills and interests through taking part in careers interviews and work experience, allowing them to take on responsibility, develop personal autonomy and agency, and foster positive attitudes to lifelong learning.
- II. **Learning about careers & the world of work** by providing access to meaningful work experience and volunteering placements, through enterprise activities in the academy and learning through vocational contexts in subjects. Students are provided with opportunities to develop knowledge and understanding of work and enterprise through trips and visits, industry presentations, careers clubs, group and one-to-one careers interviews and careers education.
- III. **Developing career management & employability skills** by developing skills for enterprise and employability through undertaking problem-solving activities, advocacy, debating, mentoring and mock interviews.

2. Aims and objectives

Aims:

- i. To improve educational standards by using specific work contexts that improve motivation and attainment for all students;
- ii. To ensure that students follow courses and programmes which are appropriate for their longer term aspirations and needs;
- iii. To improve students' understanding of the world of work and its demands;
- iv. To improve the quality of provision and guidance to best support students' needs;
- v. To increase access and choice for all students;
- vi. To improve the transition of students from the academy to adult and working life.
- vii. To minimise the number of students, particularly PP, that become NEET (Not in Education, Employment or Training) when they leave CGA.



Objectives:

- i. To raise levels of attainment through high quality careers education and work-related learning for all students.
- ii. To develop a range of opportunities which enhance the curriculum.
- iii. To promote greater awareness for students about the world of work, the development of key skills and employability;
- iv. To develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- v. To promote awareness and understanding of work, industry, the economy and community;
- vi. To relate skills, attitudes, concepts and knowledge learnt in the academy to applications in the wider world;
- vii. To develop students' personal and social skills in a range of contexts;
- viii. To provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
- ix. To improve employability through work related learning;
- x. To enhance the curriculum offered by developing effective links with key partners including business links, training providers, the local authority, further education providers and the voluntary sector.

3. How the aims and objectives will be achieved

The above objectives will be achieved by building on existing good practice, including the CDI Framework and using the following 10 elements of support and guidance:

1. Ensure the Academy embeds the 8 Gatsby benchmarks into the curriculum.
2. Ensure staff identify the contributions of careers education and work-related learning and plan to incorporate it into schemes of learning where appropriate.
3. Ensure all Year 12 students broaden their understanding of the workplace through a work experience placement and/or a range of enterprise activities at the academy. Examples of enterprise or work experience activities are employer-led design activities on Focus Days, BTEC Level 3 work experience placements.
4. Promote a variety of opportunities for work related learning outside curriculum time such as visits, speakers, mock interviews, industry days, business links partners and young activities.
5. Maintain and ensure effective links with external partners. These will include links with industry partners such as Linklaters, university partnerships and the Education Business Partnership (Inspire!). These partnerships are intended to support development of Careers, Employability and Enterprise through the curriculum. An example of this would be the opportunity to engage with current university students through visits.
6. Develop opportunities for enterprise capability through vocational courses, Focus Days and in PSHCE.
7. Provide extended work-related opportunities or equivalent alternative provision for targeted disaffected students.
8. Develop mentoring schemes, both in-house and through businesses, to help raise student motivation and aspiration.
9. Provide appropriate option choices in the 14-19 curriculum.
10. Provide INSET to staff to support CEIAG related teaching and learning opportunities within the curriculum.

4. How entitlement will be delivered and monitored

In line with statutory requirements outlined in the government's careers guidance for education providers, student careers entitlement will be aligned to the Gatsby Benchmarks.

Benchmark	Definition
1. A stable careers programme	Every school & College should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, government and employers.
2 Learning from careers 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 advisor 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 schools careers programme should be embed equality and diversity consideration throughout.
4. Linking the 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 added through a range of enrichment activities including visiting speakers mentoring and enterprise schemes.
6. Experience 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 education 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 Careers Advisor, provided they are trained to an appropriate level. Guidance interviews should be available whenever significant study or career choices are being made, they should be expected for all students but should be timed to meet their individual needs. Every student should have at least one interview by the age of 16 and the opportunity for a further interview by the age of 18.



5. How provision will be managed and coordinated: roles and responsibilities

The academy will make provision for the management and coordination of CEIAG through an identified member of the Leadership Team and a CEIAG and Partnerships Manager. In addition:

- The Leadership Team member responsible for careers will have overall responsibility for its provision and will meet regularly with the CEIAG and Partnerships Manager.
- The Leadership Team member responsible for careers will arrange a twilight INSET for all staff to promote work related learning and enterprise and report actions to the Leadership Team when appropriate.
- The CEIAG and Partnerships Manager will work with Heads of Faculty/Subject to incorporate careers education and work-related learning into schemes of learning where appropriate.
- The CEIAG and Partnerships Manager will be qualified to Level 6 and deliver effective, impartial and independent careers advice and guidance, careers education and information to students.
- The Heads of Year/Progress will deliver components of the CEIAG curriculum through PSHCE and Focus Days.
- Careers will be an item on the agenda for Middle Leaders and Pastoral Teams to support effective implementation and evaluation of activities.
- A system will be in place to ensure relevant staff meet and communicate on a regular basis.

6. Staff access to professional development

There will be opportunities for staff development within Clapton Girls' Academy's Professional Learning plan.

The academy will provide opportunities for the development of staff with responsibilities for vocational and work related learning and enterprise programmes.

- Training will provide opportunities for teachers to keep up to date with developments in employment including changes in the workplace and the requirements of employers.
- Staff needs will be identified, discussed and planned through line management and appraisal review meetings.
- All training will be linked to the appraisal process or ongoing Professional learning offer.

7. How provision will be funded and resourced

There will be provision available for both funding and resources.

- The CEIAG and Partnerships Manager will manage the CEIAG budget overseen by the Leadership Team member responsible for CEIAG.
- The Leadership Team member responsible for CEIAG will oversee effective deployment of the budget to facilitate and ensure effective teaching, learning and assessment in all areas of careers, employability and enterprise.
- The CEIAG and Partnerships Manager will have time allocated to enable knowledge, understanding and skills for careers, employability and enterprise to be developed and implemented.



- Time will be designated for all relevant staff to be involved in careers, employability and enterprise activities, particularly work experience.
- The CEIAG and Partnerships Manager will have oversight of careers, employability and enterprise activities.
- Specific resources and facilities for careers education will be provided to support the CEIAG Programme.
- Alternative provision through careers, employability and enterprise opportunities will be funded appropriately.

8. How business links will be developed, coordinated and maintained

Links with the Education Business Partnership, local business and other external agencies will continue to be coordinated and maintained by:

- Working closely with the academy partners on supporting the provision of work-related learning activities, staff CPD and student mentoring.
- Working closely with Inspire!, the Education Business Partnership, to support and provide activities, services and links which promote a work-related learning and enterprise programme.
- Working closely with external providers such as the Hackney Careers Collaborative through Service Level Agreements (SLAs) to deliver a range of impartial careers interventions.
- The CEIAG & Partnerships Manager providing feedback to students regarding work related learning and enterprise through face-to-face interviews, assemblies and debriefs.
- Building on links formed through work experience to support and enhance the careers education and work related learning and enterprise programme.

9. How learners will be able to access impartial information and guidance about programmes and options

- All learners will have access to impartial information and guidance from the CEIAG and Partnerships Manager with targeted learners having access to external agencies.
- All students at a transition stage will be offered a careers guidance interview with the CEIAG and Partnerships Manager.
- Engagement Support Assistants will be provided with appropriate information for targeted students and alternative support may be provided from external agencies where relevant through appropriate referral systems.
- Careers information will be available from the Learning Resource Centre and will be open daily for all students. Paper and online resources provide information on a range of pathways, options and learning routes. These are regularly reviewed and updated.

10. How provision will be monitored and evaluated

- The CEIAG provision will be reviewed annually and monitored on a regular basis by the CEIAG and Partnerships Manager and the Leadership Team member responsible for careers.
- The CEIAG action plan will be written annually and shared with the Leadership Team and trustees



- A link trustee will monitor the careers education and work-related learning programme.
- The link trustee responsible for CEIAG and the CEIAG and Partnerships Manager will regularly review the education and business partnerships provided at CGA.
- Students will complete evaluations relating to careers-focused activities which will be analysed to improve the provision.
- A final destinations report will be written and shared with the Leadership Team and trustees
- Students will provide feedback on activities via surveys and Unifrog logs.

Parents will be informed of provision by letter, parents' meetings, through the CGA news and the academy website.

11. Key CEIAG websites

Further information to support the principles of this policy can be found on the following websites.

Careers Development Institute: Framework for careers, employability and enterprise education. <https://www.thecdi.net/New-Career-Development-Framework>

Department for Education:

Careers guidance and access for education and training providers (September 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf

Gatsby benchmarks statutory guidance:

<https://www.goodcareerguidance.org.uk/>