



## Policy Title: Career Information, Advice and Guidance Policy Statutory

Drafted by:	Craig Barker
Updated by:	Roger Finney
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Responsible for Day to Day Management:	Vice/Assistant Principals
Responsible for Review:	Vice/Assistant Principals

### UNITED ENDEAVOUR TRUST

EQUALITY CHECKED

This policy/procedure seeks to:

- ✚ Eliminate unlawful discrimination, harassment and victimisation
- ✚ Advance equality of opportunity between different groups
- ✚ Foster good relationships between groups
- ✚ Meet requirements under the Equality Duty
- ✚ Set Equality objectives which are specific and measurable



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## **CEIAG Vision**

In an ever changing, employment landscape, our curriculum strives to prepare our students to compete practically and intellectually and make a positive and sustained contribution as members of a local community and a global society. We recognise the importance of preparing young people for participation in society as informed citizens, empowered to make changes concerning the issues that affect them and those around them.

The development of personal and professional skills, characteristics and attributes is an integral part of our school's curriculum to ensure students are exceptionally well prepared for the next stage of their education, training or employment with training.

All students access a highly effective careers programme that supports students to make informed, realistic and intelligent decisions about all aspects of the next stage of their education, training or employment with training.

## **Legislative framework**

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has regard to the DfE's statutory guidance, 'Careers guidance and inspiration in schools', which was last updated in March 2015.

The United Endeavour Trust ensures that all registered students are provided with independent careers advice and guidance from Year 7 to Year 11.

The Trust's careers strategy is shaped by the needs of individual students, and, therefore, developing a strong dialogue with students is at the heart of the policy.

The United Endeavour Trust will ensure that the independent careers advice provided:

1. Is presented impartially.
2. Is given in the best interest of the individual student receiving the guidance, taking into account their personal aspirations and needs.
3. Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.

Each academy will make it clear to students that they will be required to continue studying GCSE English and Maths post-16 if they do not achieve a grade C or better at GCSE in these subjects.

Each academy will make it clear to students that although they must remain in education or training beyond the age of 16, they are not required to stay in a school.

Each Academy will also ensure that students understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the Science, Technology, Engineering and Maths (STEM) subjects.

Each Academy will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female students, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.

Each Academy will ensure that both high attaining students and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.

Students will be made aware of extra-curricular opportunities, such as the Duke of Edinburgh Programme, that will help them achieve their careers aspirations.

The United Endeavour Trust appreciates the contribution that CEIAG makes in raising achievement, developing employability and engaging young people with consideration to their future. The United Endeavour Trust is committed to providing a planned programme of CEIAG for all students in Years 7 – 11.

## **Aims of Careers Education, Information, Advice and guidance (CEIAG)**

The CEIAG programme is designed to meet the needs of students at United Endeavour Trust. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The three main aims of the national framework: self-development, career exploration and career management are covered by the careers programme.

Students who are potentially at risk of becoming NEET are identified by House Leaders and are given a careers guidance interview by the Entrust Careers Adviser as a priority. Other students are referred by Form Tutors or House Leaders directly to the Careers Adviser.

The main aims of careers provision at United Endeavour Trust comprising of Sir Thomas Boughy Academy, Clayton Hall Academy and Newcastle Academy are to:

- Ensure students are informed about how information, advice and guidance services can support them and how they can access the services they need.
- Ensure students receive the information, advice and guidance on personal wellbeing and financial capability issues.
- Ensure students have the information, advice and guidance that they need to make informed choices and realistic decisions about learning and career options.
- Create coherent individual programmes for information, advice and guidance that are planned specifically to meet the needs of individual students.
- Ensure students are involved and engaged in the design, delivery and evaluation of information, advice and guidance.
- Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes.
- Parents and carers know how information, advice and guidance services can help their children and how to access different services.
- Staff providing information are appropriately qualified, work to professional standards and undergo continual professional development.
- Independent information, advice and guidance systems are regularly and systematically monitored, reviewed and evaluated and actions are taken in response to findings.
- Processes for commissioning impartial information advice and guidance are effective and result in services that meet the needs of our students and their parents/ carers.

Sir Thomas Boughy Academy, Clayton Hall Academy and Newcastle Academy seek to work with as many external agencies as we can in order to enhance the CEIAG services offered to students. All schools within the United Endeavour Trust have secure links with local companies through Enterprise Partnerships.

## **CEIAG Entitlement**

Students are entitled to careers education and guidance that meets professional standards of practice and is student-centred, impartial and confidential. This will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Student entitlement means a young person has the right to CEIAG when it is needed; it is however the responsibility of individual students to take full advantage of these options when they are offered to them and become actively engaged in the CEIAG programme.

## **Curriculum**

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews) and information and research activities. This will be delivered through PSHCE timetabled sessions as well as more intensive days.

Curriculum at all levels is adapted to suit the needs of the students. The Federation Options allow us to offer a broader and more personalised curriculum at KS4. There is a varied vocational offer available for students and curriculums are personalised as appropriate.

The United Endeavour Trust has strong links with the Newcastle Academies IAG group and other agencies and organisations.

## **Role and responsibilities of the teaching staff**

The teaching within the school will demonstrate outstanding subject and curriculum knowledge of CEIAG that improves outcomes for students by ensuring teaching and support staff:

- Deliver the CEIAG curriculum effectively.
- Have a secure knowledge of their subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments within CEIAG.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, numeracy and communication skills including the correct use of standard English.

## **Implementation – Leadership and Management**

The following posts holders have responsibility for CEIAG:

- The CEIAG officer, The Vice Principal (Sir Thomas Boughey), Vice Principal (Newcastle) and Assistant Principal (Clayton Hall) have whole academy responsibility for CEIAG.
- A House Manager on each site is responsible for supporting this work.
- The Vice/Assistant Principal work closely with the Trusts CEIAG Officer.

The Vice/Assistant Principal work to ensure CEIAG is delivered appropriately and in line with the policy and National Framework for Careers. All staff are expected to make a positive contribution to careers education and guidance through their roles as House Tutors and Subject teachers.

## **Staff Development**

The CEIAG officer / Careers Adviser works closely with Form tutors to provide accurate and up to date information and support for their students.

The Vice/Assistant Principal and Careers Adviser also work closely with the team of House Leaders ensuring they are supported with up to date careers information and guidance as well as helping to identify students that may need to be referred for one to one support.

### **Monitoring, Review and Evaluation**

It is the responsibility of governors to establish and review the policy on CEIAG; to monitor the application of the policy and in particular to ensure that activities undertaken by students are safe; and to review outcomes of the policy regularly and up-date it as appropriate.

The governing body, in conjunction with the Principal will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.

The Principal will liaise with Heads of Department/Faculty on an annual basis, in order to evaluate and audit the academy's careers provision, having special consideration for the three aspects of quality assurance:

1. The quality of the academy careers programme.
2. The quality of independent careers providers.
3. The quality of careers professionals working with the academy.

Each academy will take account of feedback from students, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, as part of this evaluation.

Each academy will use the outcomes of their audit to identify areas for improvement, with the ultimate aim of creating a careers programme sufficient to meet the standards necessary to achieve a Quality in Careers validated quality award.



## Exemplar Careers survey – plans for your future

This survey is intended to help you begin thinking about your career path when you leave the academy. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving academy. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary academy.

<b>Name:</b>		<b>Date of birth:</b>	
<b>Year group:</b>		<b>Date:</b>	

### Careers

<b>During what year will you complete your GCSEs?</b>	20_____
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

1. Job role	
What kind of job role appeals to you?	
What support and qualifications, if any, do you think you need to achieve this career path?	
2. Sixth form	
Which sixth form?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	
3. University	

**What would you like to study?**

**What support and qualifications, if any, do you think you need to begin your chosen programme of study?**

**4. College**

**Which college?**

**What would you like to study?**

**What support and qualifications, if any, do you think you need to begin your chosen programme of study?**

**5. Apprenticeship**

**Which sector?**

**What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?**

**6. Military**

**Which branch?**

**What support and qualifications, if any, do you think you need to begin your chosen military course?**

**Hobbies**

**What do you enjoy doing in your spare time?**

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**Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.**

--

**How could the academy help you to develop your hobbies?**

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**Destinations survey – plans for your future**

This survey is intended to gain an insight into the career paths of students who have completed their time of study at The South Newcastle Trust. This survey will also support our academy in providing evidence for how

our current careers programme has impacted on past students. Please fill in the questions below and return the survey back to the academy.

<b>Name:</b>		<b>Date of birth:</b>	
<b>Year group:</b>		<b>Date:</b>	
<b>Address:</b>			

**1. Study**

<b>1. Are you applying for a place at a college? (Please circle – If ‘no’, please go to section 2)</b>	<b>Yes/No</b>
<b>2. Have you been offered a place at a college? (Please circle)</b>	<b>Yes/No</b>
<b>3. How many offers have you received?</b>	
<b>4. Are the offers you have received conditional or unconditional?</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>5. If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)</b>	<b>Yes/No</b>
<b>6. Will you accept an offer? (Please circle)</b>	<b>Yes/No</b>
<b>7. If you answered ‘no’ to question F, why will you not be accepting an offer?</b>	
<b>8. What college would you like to be studying at?</b>	
<b>9. What is the title of the course you will be studying?</b>	
<b>10. Is the course full time?</b>	<b>Yes/No</b>

**11. What career path do you wish to pursue with your chosen programme of study?**

## Careers audit

Employment related skill	Description	Was this included in my careers advice?
1. Self-management	<b>Ability to take the responsibility for setting and achieving personal goals:</b> 2. I can evaluate my performance in tasks. 3. I am able to accept and deal with authority. 4. I can accept feedback in a constructive manner. 5. I am able to set goals and manage my academy work and social life.	Yes/No
6. Initiative and enterprise	<b>Ability to seek/take advantage of opportunities:</b> 7. I can identify opportunities and act on them. 8. I am willing to take risks and learn from mistakes.	Yes/No
9. Learning	<b>Ability to achieve new skills and/or knowledge:</b> 10. I am open to new tasks and use knowledge to further my technical skills. 11. I can use different methods to learn new things. 12. I am able to access information on courses to further my learning.	Yes/No
13. Communication	<b>Ability to express and understand information:</b> 14. I can speak to a group confidently. 15. I have debated in front of a large audience. 16. I can speak and write in another language. 17. I can follow verbal instructions.	Yes/No
18. Teamwork	<b>Ability to work effectively with others to get things done:</b> 19. I can work with other people to sort out a problem. 20. I can work/collaborate with others on group tasks. 21. I am able to value the work of others and share resources.	Yes/No
22. Planning and organisation	<b>Ability to coordinate and prioritise tasks and resources:</b> 23. I am able to make decisions. 24. I can manage my time and priorities. 25. I can collect, analyse and organise information using appropriate methods. 26. I am able to organise equipment and materials needed for a task.	Yes/No

## EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy																																																																			
Title of Policy	Career Information, Advice and Guidance Policy																																																																		
PART 1	Positive Impact – reducing inequalities																																																																		
<p><b>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</b></p> <p><b>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</b></p>	<p><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b></p> <p>All students and staff will have a consistent approach to the management of CEIAG at United Endeavour Trust schools. All students will have their needs met in respect to the administration and provision of CEIAG.</p> <p>1. 2. 3.</p> <p><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b></p> <p>None 4. 5. 6.</p>																																																																		
<b>Characteristics</b>	<table border="1"> <thead> <tr> <th>Promote equal opportunities</th> <th>Get rid of discrimination</th> <th>Get rid of harassment</th> <th>Promote good community relations</th> <th>Promote positive attitudes</th> <th>Promote/ protect human rights</th> </tr> </thead> <tbody> <tr> <td>Indicate areas of likely impact</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>D</b></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>GA</b></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>P</b></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>R</b></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>R/B</b></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓ <b>S</b></td> </tr> <tr> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>SO</b></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓ <b>A</b></td> </tr> <tr> <td><b>M/CP</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights	Indicate areas of likely impact												<b>D</b>	✓	✓		✓	✓	<b>GA</b>	✓	✓		✓	✓	<b>P</b>	✓	✓		✓	✓	<b>R</b>	✓	✓		✓	✓	<b>R/B</b>	✓	✓		✓	✓ <b>S</b>		✓	✓		✓	✓	<b>SO</b>	✓	✓		✓	✓ <b>A</b>	<b>M/CP</b>					
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<b>Name of person responsible for policy</b>	C.Barker																																																																		

**Date of EIA of Policy**      21.01.19

*A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policy*

