



## Broadland High Ormiston Academy CEIAG Policy

### Introduction

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of Broadland High's tutor programme, which is delivered by teaching staff with support where appropriate from a Careers Lead and an independent Careers Advisor who is an impartial qualified deliverer of guidance. Particular emphasis is placed on making effective career decisions in Years 9 – 12. Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, post-16 providers and our local community and supporting students in the lifelong experience of learning. We have strong and effective pastoral and tutorial systems which provide the means to ensure students receive support and guidance at transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it from appropriate agencies.

### About the Academy

Broadland High is a successful and popular 11 - 16 comprehensive school serving a predominantly rural area. It serves both its local catchment area and students from local villages covering a wider geographical area. Teachers have pastoral and academic mentoring responsibilities as Form Tutors within a year group system. The Form Tutor and their Head of Year are the first point of contact for all parents.

The proportion of students with special educational needs is lower than national averages, as is the proportion eligible for the pupil premium. Broadland is perceived as offering a nurturing and safe environment, supported by its smaller size. It provides pastoral care to a variety of students' additional needs, such as those who are looked after, to overcome the additional challenges encountered by students who are living with disadvantage.

Broadland has a commitment to CEIAG provision, recognizing the importance of supporting students to plan appropriately for life beyond the academy. It continues to provide a week of work experience for year 10 students and purchases 16 days of external careers guidance with a qualified Careers Adviser annually, with the option to add more according to need.

### The Aims of our CEIAG Policy

The CEIAG Policy has the following aims:

- To help students learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at 14+, 16+ and beyond, including technical training/education routes and higher and degree apprenticeships.
- To develop an understanding of the local labour market and the opportunities in our region.

- To raise students' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- To support students in making informed and realistic career decisions.
- To help students manage transitions through education and into work.

## **Objectives**

- CEIAG and work-related learning are addressed through the PSHE programme, the tutor programme, work experience and vocational courses.
- Although no longer statutory, Broadland fully supports the importance of CEIAG within its curriculum, offering a week's work experience for Y10 in the Spring Term.
- Open access to the careers library and careers resources within the school library.
- Group and individual support from an independent and impartial, guidance qualified Careers Advisor or the Careers Lead according to need.

## **Meeting statutory requirements**

*Advice and Guidance* A partnership agreement is on-going with Beacon East, detailing the contributions to the programme that each will make.

An Independent Careers Advisor available to all students (by request or referral) over 17 days per year. Used for individual interviews with identified pupils throughout the year and available at careers events such as Y9 Options Evening.

Other links with local 14-19 Providers are made when required as are links with the local Post 16 and 18 destinations. Links with parents / carers are maintained using a variety of methods (email, letters, information evenings, social media, school website).

## **The CEIAG Curriculum**

The CEIAG curriculum is provided to all students, who are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping. All students are given the same opportunities and diversity is encouraged and celebrated. As students progress through the academy, the focus moves from understanding more about themselves and their interests to discovering the opportunities available to them and how to access them.

### *Year 7 - Understanding myself*

This is delivered largely through the tutor programme and focuses on gaining an understanding of the student's own skills, interests and values and how this might fit with potential careers.

Employer encounter(s): access to virtual lunchtime encounters and links embedded in the curriculum.

### *Year 8 - Getting to know the world of work*

This is delivered largely through the tutor programme and assemblies. Students begin to consider what work is like in different sectors and types of roles and what it is employers are looking for. Students will begin to look at how the labour market has changed over the years and how jobs are advertised now.

Employer encounter(s): access to virtual lunchtime encounters and links embedded in the curriculum.

### *Year 9 - Choosing your KS4 options*

All students have an assembly about their KS4 options and receive a booklet explaining the courses available. In lessons, teachers explain how these courses might lead to progression onto other courses/employment. Every student has a 1 to 1 interview with a member of SLT to discuss their options and their future plans. In addition, targeted students and those referred by SLT have an interview with a fully-qualified external CEIAG advisor. The goal is for all students to make well-informed choices leading to their chosen progression route.

Employer encounter(s): access to virtual lunchtime encounters and links embedded in the curriculum. UEA visit including Sainsbury Centre and SportsPark. Videos on university life.

### *Year 10 - Understanding a wide range of careers and Post-16 Pathways*

In year 10 the goal is for students to gain a more detailed understanding of some of the many careers open to them. This is achieved through the tutor programme and employer encounters both in school and at a large local careers fair.

Employer encounter(s): access to virtual lunchtime encounters and links embedded in the curriculum. Work experience. Norfolk Careers Fair.

### *Year 11 - Planning post-16 and making applications*

Through PSHE lessons and tutor time workshops, students learn how to complete a CV/application form. Local post-16 providers run sessions explaining what they can offer, and apprenticeship workshops are run for interested students. Further CEIAG interviews are available for students needing extra guidance.

Employer encounter(s): access to virtual lunchtime encounters and links embedded in the curriculum - a core subject in Y11.

## **Assessment, Recording and Reporting**

Work is assessed and marked through peer assessment and by tutors. Careers modules form part of the domain sampled in twice-yearly PSHE assessments which are reported to parents.

## **Student Entitlement**

Entitlement will reflect the provision in place to support students in making realistic and informed decisions. It will outline the focus for each year group. This entitlement is provided via the school website, under Curriculum.

## **Staffing**

All staff will be briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to this. Key staff, i.e. tutors and staff delivering careers education will receive INSET training for CEIAG to allow them to carry out their role effectively.

- VP (Curriculum)
- Careers Leader
- SENCO
- Heads of Year
- Heads of Department
- Form Tutors
- Classroom Teachers

## **Resources**

Resources are maintained centrally on Google Drive for all staff to access.

## **Information and Implementation**

### i) Careers resources

- a wide range of materials and access to ICT
- open at breaks and lunchtimes and also after school through study club
- situated in the main library

### ii) Independent Careers Advisor

- available to all students via referral from staff
- used for individual interviews with identified pupils throughout the year
- available at Options Evenings

### iii) IT - a range of software products are available for pupils to use. These include:

- Careersbox
- Help You Choose
- National Careers Service

## **Role of the Careers Leader**

At Broadland the Careers Leader is line managed and supported by the Vice Principal (Curriculum), who takes a strategic overview of CEIAG provision across the curriculum.

The Careers Leader manages the day to day organisation and administration of CEIAG, including:

- provision (with guidance from the VP) of an effective tutor time programme in line with the curriculum statement above;
- liaison with Beacon East to arrange appointments with key students;
- responsibility for managing the Y11 post-16 application process;
- organising resources.

The Careers Leader will also play an important role in developing the careers programme, for example by:

- contributing to the Careers development plan and being responsible for aspects of its delivery;
- contributing to quality assurance of Careers education, for example through student voice and work sampling activities;
- liaising with the PSHE subject leader on CEIAG;
- supporting colleagues in order to promote high standards.

Key accountabilities:

- To support the development of effective and continually improving careers education, careers information and careers guidance for young people.
- To support students and parents through the delivery of high quality careers guidance.
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development.
- To select and provide curriculum resources, activities and services to meet young people's career needs.
- To ensure continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance
- To ensure the school meets the 8 Gatsby Benchmarks by the end of 2021.

Teaching of CEIAG related topics in PSHE is monitored and evaluated by SLT through classroom visits and checks of booklets/books (in line with the school's quality assurance policy). The tutor programme is reviewed annually by the Careers Leader in liaison with the relevant staff, SLT and students to ensure that the objectives are suitable to meet the outcomes. The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG, and will include information gained from all students. Student destinations will be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

### **Handling sensitive and controversial issues**

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named Safeguarding Manager within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

### **Partnership Working**

A partnership agreement is ongoing with Beacon East Careers Service to provide 17 days from the service in order to provide a qualified impartial and independent level of guidance to our students.

### **Quality Assurance**

The Careers Leader completes the Careers and Enterprise Company's Compass Tool on a six-monthly basis to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty. Broadland is currently working towards accreditation of CEIAG by achieving the Quality in Careers Standard award, provided by Career Mark to quality assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both to themselves and the working world and to make good choices that are successful for them. Using Career Mark will enable Broadland to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective.

### **Consultation, Dissemination and Review**

Careers Education is monitored and evaluated annually. Careers Guidance is monitored and evaluated with the independent Careers Adviser on a termly basis to ensure that the provision is meeting the needs of the students. The programme is reviewed annually by the Careers Lead and SLT Line Manager. Changes and improvements to the programme feed into the Department Improvement Plan (DIP) along with timescales for completion. When reviewing the programme, the Academy Improvement and Development Plan (AIDP) is used to ensure that the Careers Department is fully supporting whole school aims. All staff are made aware of the CEIAG Policy and their role in supporting it. This policy will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.

Policy Co-ordinator: Simon Laycock

Policy Reviewed: (insert name)

Policy sent to Leadership Team and Governors for approval: 25th May 2021

## **Related Policies**

CEIAG is underpinned by all of the current policies held within the school. These include the Work Experience Policy, Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, Inclusion, Special Needs, and Staff Development. Broadland endeavours to follow the Careers Enterprise and Employability Framework – CDI 2018 and other relevant guidance from the DFE, QCA and Ofsted as it appears.

The school follows the statutory guidance for careers guidance published in January 2018 (which replaces the guidance released in March 2015 and updated in April 2017). Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 8-13. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships
- promote the best interests of the pupils to whom it is given.

Since 2 January 2018, educators and training providers of approved technical education qualifications and apprenticeships must be given access to all pupils in year 8 to year 13 to inform them of courses and qualifications as alternatives to academic and school-based routes. In practice, this may take the form of a visit from a University Technical College, FE college or training provider of apprenticeships and technical options.