



Careers Education, Information and Guidance (CEAIG) Policy

Date of issue: March 2021

Review date: March 2022

Status: Non-statutory

Responsible member of SLT: A. Hill

Manor Church of England Academy seeks at all times to be a witness to Jesus Christ. As a Christian school, we aim to provide a Christian education for all our pupils; our Christian values permeate every aspect of the school's activity.

Those values are graciousness, patience, kindness, compassion, loyalty, forgiveness and being just. Combined with the Academy's vision of "growing together, serving others and living life to the full" they inform all of our policies and practices.

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Statement of intent

This standard operating procedure ensures the academy have a strategy to allow all pupils to access to a range of inspirational and informative experiences to prepare them for life in modern Britain. A programme for effective careers guidance and education is a priority for the academy. The teaching and opportunities available to our pupils will empower them to make informed personal choices, and stay in education, employment or training long after their time at the academy.

We will make sure our guidance and teaching addresses all the Gatsby benchmarks; having a stable programme for careers, using labour market information in our work with pupils, making sure the needs of each pupil are met to the best of our ability during the time they are in the academy. We will make sure our pupils have many opportunities to interact with employers and employees to appreciate the range of skills needed to be work ready. We will be linking our careers guidance to post 16 providers and higher education establishments including careers days with sixth form colleges and opportunities to experience university life, and enabling all pupils to have careers advice and guidance interviews with a qualified Careers Adviser

We want our pupils to be ambitious, successful, resilient as well as realistic with their career aspirations. We will provide careers education and guidance to all pupils in year 7 to 11 using independent service providers as well as academy internal provision which is both impartial and inclusive. We will also ensure our parents and teachers are informed of pupil careers opportunities, and our pupils are confident about their entitlement to careers guidance and education in the academy.

Signed by:

_____ Principal

Date: _____

1. Legal framework

- 1.1. This policy has due regard to legislation, including, but not limited to the following:
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Children Act 1989
 - Communications Act 2003
 - Human Rights Act 1998
- 1.2. This policy will be implemented in conjunction with:
 - The Statutory guidance for Schools, governing bodies, school leaders and school staff: Jan 2018
 - The Gatsby Charitable Foundation's Good Career Guidance Report
 - Careers Strategy: Making the most of everyone's skills and talents. Dec 2017
 - **Manor CE Academy Provider Access Policy Statement**
<http://www.manorceacademy.org/wp-content/uploads/2019/01/Manor-CE-Academy-Provider-Access-Policy-Statement.pdf>

2. Definitions

- 2.1. **Careers Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (DfE statutory guidance 2018)
- 2.2. **Independent** "is defined as external to the school" (*DfE statutory guidance 2018*). The academy does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- 2.3. **Gatsby benchmarks** refer to the framework for school to deliver 'good career guidance', these include 8 key aspects of provision.(further clarification can be found on the goodcareersguidance.org.uk website)
- 2.4. **Impartial** "is defined as showing no bias or favouritism towards a particular education or work option" (DfE statutory guidance 2015).

3. Careers Guidance in the Academy

- 3.1. The Academy will provide guidance for all pupils, and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE and enrichment programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- 3.2. The academy will provide information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence following all data protection guidelines.
- 3.3. In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the academy deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by external advisors where information will also be given in an impartial way.
- 3.4. The academy will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.
- 3.5. The academy will provide a range of careers activities, including work related learning activities and sessions in the academy.
- 3.6. The academy will make sure that communication on careers provision and entitlement (see appendix 1) is communicated to all pupils via planners, the website, tutor time, assemblies and curriculum lesson time. We will also make sure parents are informed of careers entitlement, provision and activities via the school website, parent consultation meetings and e--mail or letters about careers events.
- 3.7. The academy works with a range of other schools, further education and higher education providers, and work--based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education. Our students will have clear guidance on GCSE options, Post 16 options and qualification requirements including the statutory requirement for English and mathematics.
- 3.8. Pupils will have access from the academy to on-line advice and current labour market information, including the Start Career Package, National Careers Service website, during bespoke careers lessons and out of lesson time in the school library. There is a designated careers meeting room

for one to one pupil interviews and a range of printed resources on opportunities from post 16 providers, and higher education establishments.

- 3.9. The academy will work with local employers, NYBEP, and other agencies to ensure our pupils receive up to date information about the local and national employment market. The focus is on skills, attributes and future employability for our pupils. These opportunities will be conducted through lessons, assemblies, collapsed timetable days, work experience and visits as well as careers guidance interviews.
- 3.10. The academy will provide enterprise opportunities for pupils through groups and clubs in school, local and national competitions externally, and STEM activities.
- 3.11. The profile of careers and future aspirations is a key part of the school ethos, and as such will be part of teacher CPD, teacher appraisal objectives, the school development plan and departmental development plans. The Gatsby benchmark system is embedded in all departmental one page profile. We have the Standards and Welfare committee at governor level, to quality assure and help the lead for careers guidance quality assure the academy provision and represent the needs of careers at full governor level.
- 3.12. The academy will provide inspiration through motivational speakers, employer engagement, enrichment activities, enterprise & fund raising opportunities, activities with further education establishments, our supported charities and employers. These inspirational people can also be role models, complete coaching, mentoring opportunities in a range of settings. Coaching and mentoring is also provided to students where Year Team leaders and parents deem appropriate.
- 3.13. The academy will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority. Pupil and staff voice will give opportunity for feedback on careers guidance and provision; this will be completed via school council, PSHE lessons and form time activities for pupils. Parents will be given an opportunity to feedback at parent consultation evenings and through the school e-mail system. This will be reflected in the following year school development plans
- 3.14. The academy uses the 8 Gatsby benchmarks to inform planning and delivery of Careers Education. The “Compass Careers Benchmark” tool is used as an evaluation strategy, to inform areas of strength and development, on an on-going basis.

The eight Gatsby Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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 adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, 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 pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil 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 and higher education	All pupils 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 pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

4. Careers Education in the Curriculum

The following plans cover the topic areas pupils complete in each school term. These are part of the PSHE and enrichment programme for pupil. We also have two calendared drop down days and one calendared drop down morning for Year 11. Each year group will have extra educational opportunities within the school year from outside speakers, and careers fairs. Where appropriate for the student, work experience opportunities are also sought as part of our alternative provision.

Each department will incorporate careers and enterprise subject related opportunities in the form of appropriate lessons, visits, speakers, and display subject careers information in the department for pupils to access. Departments are aware of the Gatsby Benchmarks and in particular to benchmark 4, "Linking Curriculum to Careers". Departments use the "Department on a page" to plan for careers enrichment within schemes of learning.

In addition, the enrichment programme is scheduled to cover the below parts of the Careers Education programme in form tutor times, drop down days and enrichment lessons:

Year/Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	Aspirations, Job Roles, Innovation Job Roles Innovation Delivered through Drop Down Days	FE Research; Career goals; Research Enterprise and trade Delivered through Drop Down Days	Aspirations and career goals	Critical Thinking and career strategies	Next steps CV's Applications
Spring			Stock Market challenge	Job Roles Skills in the work place Job Applications	Interviews Personal Statements Apprenticeships
Summer			Work related skills	Work Related Learning and Experience	

5. Roles and responsibilities

Lead for Careers and Guidance Andrew Hill Vice Principal

Responsible for the strategic planning and leadership of careers guidance in the academy, including reporting to senior leaders, advising on policy and demonstrating how to meet the Gatsby bench marks. Reviewing and evaluating the provision of careers. Mapping careers guidance with school development plans, making sure the school website has up to date careers information for stakeholders, and ensuring compliance with legal requirements of independent careers advice for pupils. Networking with further education establishments, apprenticeship providers, external organisations and links with employers.

Coordinator for Enrichment Lawrence Rab Chaplain & Enrichment Lead

Working on careers education and guidance lesson plans and cross curricular links to ensure quality careers provision. Supporting careers teaching staff to deliver lessons on careers and facilitating CPD as necessary.

Careers Advisers Wendy Kerley, U-Explore Careers Advice Service

To deliver impartial, unbiased, confidential advice to pupils on career progression and opportunities. To support all pupils in an individualised way, dependent on need. .Liaising with staff, tutors, mentors, careers advisers, SENDCO and progress leaders to ensure pupil needs are met for careers guidance.

Learning and Work Advisers from the City of York Council arrange to meet with pupils who have an Education, Health and Care Plan or who are 'looked after' children to discuss Post 16 progression plans.

Careers Teachers Enrichment team

To deliver quality education on careers, job markets and training providers to help pupils prepare for the next steps as well as being better informed and updated with career market changes. To encourage aspiration and enterprise from pupils as individuals and groups.

Progress Leaders Year Leaders

To refer pupils from their year group for one to one careers advice as required and to liaise with outside agencies and further education providers to support careers guidance of the year group. To foster aspiration and ambition in the year group.

Form Tutors Year group tutor teams

To support tutees to access careers guidance by facilitating referrals and keeping tutor group informed of careers opportunities such as careers fairs, apprenticeship vacancies and information evenings in the city. To be a role model for tutees and encourage and support.

All Staff All Staff

To raise pupil's aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes.

6. Policy review

- 6.1. This policy is reviewed every year by the Vice Principal with strategic responsibility for Careers and Guidance in the Academy
- 6.2. The scheduled review date for this policy is March 2022.

APPENDIX 1

Careers Entitlement Statement

All students in the academy will have access to careers guidance and information which is: impartial, confidential, provided by a qualified careers adviser, focussed on the individual student and supportive of equal opportunities.

All students will take part in a careers education programme which is part of the PSHE curriculum for years 7 to 11 to help them to: understand the future opportunities in education, training, and employment, develop the necessary skills to help them plan career progression, understand how and where to access information to help make informed decisions and to be given opportunity to give feedback to support the coordinator improve careers provision in the academy.

The academy will provide a range of opportunities that can inspire, inform and encourage students to make important career choices including work experience, outside speakers and workshops.