



Careers Education, Information, Advice and Guidance Policy 2020-21

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1.0 Introduction

Careers Education, Information, Advice and Guidance (CEIAG) plays an important role in supporting students to make an effective transition from school into adulthood and employment. We want students to leave The Clarendon Academy being inspired to pursue further education/training or roles that are fit and right for them through being informed about a wide range of options available to them.

The Clarendon Academy is committed to providing CEIAG to all students through both the curriculum and organised activities, enabling them to learn about the world of work, the skills required for work and the qualification pathways available to them. CEIAG focuses on the specific needs of the individual student to promote self-awareness and personal development, and, coupled with up-to-date, relevant and impartial information enables each student to make informed decisions about their future. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

2.0 Aims

The Clarendon Academy is committed to:

- providing our students with a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students from Years 7-13.
- raise student aspirations, broaden their horizons and empower them to make informed and realistic decisions at all key transition points in learning.
- To provide students with the opportunity to engage in a variety of activities that will contribute to their awareness and understanding of

the world of work and the full range of education, training and employment opportunities available.

- support students in developing and implementing action plans to enable them to manage and take ownership of their own futures.
- actively promote equality, challenge stereotyping and support inclusion.
- encourage sustained participation in learning and reduce dropout rates from education and training.
- offer a responsive, impartial and confidential advice and guidance service, including face to face contact with an appropriately trained advisor.
- meet the needs of all students through appropriate differentiation and personalisation.
- promote involvement of parents and carers wherever possible

The Clarendon Academy endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2015), The Government Careers Strategy (DfES, 2018) and other relevant guidance from GATSBY Benchmarks and Ofsted as it is published.

3.0 Responsibilities

The lead responsibility and accountability will fall to the Head of Careers, whose role it is to ensure that the aims of The Clarendon Academy CEIAG policy are met. Further oversight is provided by SLT and the Governors

4.0 Links with other Policies, Key School Priorities and the Careers Strategy

This policy supports, and is underpinned by, key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, PSHE, Equal Opportunities and Diversity, Health and Safety, Pupil Premium and Special Educational Needs.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

https://www.thecdi.net/write/Careers_guidance_-_Guide_for_further_education_colleges_and_sixth_form_colleges.pdf

Also linked to this policy is the Clarendon Provider Access Policy and The Clarendon Strategic Careers Plan.

5.0 Provision

We deliver this through Careers Education, Information, Advice and Guidance (CEIAG) services offered to students, including the activities and learning taking place in each Key Stage. We do this in a number of ways:

- 1) The Beliefs and Values Curriculum. Throughout their five - seven years at Clarendon, students will partake in Beliefs and Values lessons (three times a fortnight in years 7, 8 and 9; once a fortnight in years 10 and 11 and once through the tutor programme in the sixth form). Beliefs and Values consists of a mixture of statutory Religious Education, PSHE, Career Information and Guidance and Citizenship. Through all of these combined, students should be able to leave Clarendon knowing their next steps and being prepared for them too, whatever they may be.
- 2) Tutor Programme. During tutor times, students will be exploring a range of topics linking to PSHE, Citizenship and Careers. This takes the form of discussions, videos, reading case studies and applying the situations to their lives.
- 3) Careers Guidance meetings. We now have in house careers guidance through our Head of Careers who is completing his Level 7 Diploma in Careers Guidance and Development. Having this resource means that the careers programme is well-round and relevant for our current students. Events and visitors are able to be specific for the needs of the students. Year 11 and 12 students will be assigned one-to-one careers sessions during the academic year, with year 9s and 7s receiving group sessions to discuss options and raising aspirations. Other year groups are able to sign up to times through the Head of Careers, Mr Hayden Smith.
- 4) Drop-down Days. Each year group throughout their time at Clarendon will have at least one day off timetable, but in school where we will invite visitors into school in regards to Careers, PHSE, Citizenship and Safety. An example of this is in October, year 11s had a Future's Day that involved rotations around five sessions: Careers presentation from Mr H. Smith (Head of Careers); ASK Apprenticeship virtual presentation; Sixth Form session with the Head of Sixth

Form; Study Skills virtual session from Wessex Inspiration Network and Completing an application session with their tutors.

5) Futures Events. We want students to be well informed about what can be next for them. With this in mind, throughout their time at Clarendon they will experience an Aspirations Day - where employers will come in and talk about their work, how they got to where they are and any other routes that can get you there; Apprenticeship Fair - Apprenticeship Providers are welcomed into school to set up stalls and students can explore their options and ask questions about what is involved. University Visits - at least once before the end of year 11 and once in sixth form students will be invited to visit a university and explore Higher Education. During year 10 we visit Trowbridge College and University and have a taster day of different courses on offer. During year 11 we have a sixth form taster day to explore what options are available and whether they are right for them.

6) Work Experience/Work Place Visits. Health and Social Care students in year 10 are encouraged and supported in taking a week out of school to have an experience in a workplace. Year 12 students are also supported in having a week's work experience during the summer term. All other year 10 students will be taken to a work place for a day to have a meaningful encounter with different job roles and do some shadowing.

7) Support for transition periods. During Year 9 students will have group advice when choosing their options in combination with a specific options evening when parents will be invited to speak with teachers and pastoral leaders about the variety of subjects and courses, and curriculum pathways available at Clarendon.

8) Sixth Form Provision. CEIAG in the Sixth Form will cover both Higher Education and non HE pathways. Support and guidance will be delivered through Assemblies and specific workshops updating CVs and practising interview skills, culminating in the Next Step Careers conference in Year 12. Students will then be supported through the UCAS process should they choose a university pathway, including specific Oxbridge guidance or be guided to explore apprenticeships and Further Education options, should this be more appropriate. Year 12 students are also required to seek work placements that can be organised as either a block placement at the end of Year 12, or as a regular part of their curriculum.

9) Impact. The Careers aspect of school life is unexamined but as a school, we keep records of student destinations to show the impact of their careers

guidance and education. We also give regular feedback surveys after careers modules in BV and after activities based on careers.

10) CareerCompanion. Is a great resource which has pages giving advice and guidance for different year groups, for parents and carers and providing information for different aspects of careers. All of which support the work that we are doing in school. To access this resource follow this link (<https://bespoke.careercompanion.co.uk/libraries/index>)

6.0 Equality and Diversity

CEIAG is provided to all Clarendon Academy students and is designed to enable all to access the curriculum. The programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given. Students are encouraged to challenge gender, class, religious and disability issues relating to the world of work and to follow career paths that suit their interests, skills and strengths.

7.0 Parents and Carers

Parental/carer involvement is encouraged throughout all Key Stages. Parents/carers are welcome to attend guidance interviews and where appropriate, are specifically invited. They are also able to discuss career-related issues with the careers advisor at parents' evenings. To ensure they are kept up-to-date, they are encouraged to read the termly newsletter which gives updates on activities and opportunities within the Careers department

8.0 Monitoring, Review and Evaluation of the CEIAG Programme

CEIAG delivery will be regularly monitored and evaluated throughout the year to recognise and share good practice, identify areas for further development and therefore facilitate the continuous improvement of CEIAG at The Clarendon Academy. The process of review and evaluation incorporates the following:

- Qualitative and quantitative feedback from students at all Key Stages.
- Discussions with key staff members including the SENCO, Heads of House, School Nurse.

- Analysis of post-16 and post-18 destination information to monitor the progression of students into education, employment and training.
- Feedback from external participants supporting CEIAG delivery (e.g. employers, agencies, colleges and training providers).
- Assessment of activities / lessons by the CEIAG line manager / staff delivering
- Continuous Professional Development activity undertaken in relation to CEIAG

Each term the team will write an Action Plan for the careers department. The Action Plan will be reviewed annually and the provision on offer to students will be audited utilising the National Foundation for Education Research CEIAG Audit tool. At the end of the year, an annual report will be submitted to the SLT and school governors.

9.0 Guidance

This policy has been written with regard to the updated (March 2015) government statutory duty on schools to provide independent and impartial Careers Guidance and Inspiration for pupils, and with reference to the accompanying Departmental Advice document. The Head of Careers is undergoing training for the Level 6 Diploma in Careers Guidance and is holding Careers Guidance with students this academic year.