

THE COPPICE ACADEMY

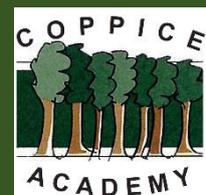
Careers, Education, Information, Advice and Guidance (CEIAG)

Policy

Developed:

Revised: September
2021

Review Date:
September 2022



Introduction

The Academy has a statutory duty to secure independent careers guidance for all year 9 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim at The Coppice Academy is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions.

Aims

Careers Education, Information, Advice and Guidance (CEIAG) at The Coppice Academy will:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- be based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;
- develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and
- be weaved and embedded into subjects across the curriculum (including PSHE / Princes Trust / ILWS)

Commitment

The aim of our CEIAG provision is to raise our students' aspirations, to broaden their horizons, to inspire, and to empower them to make informed, realistic decisions at key transition points in learning and work.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and

training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

Each student is entitled to:

- independent and impartial careers guidance including access to an online careers resource;
- access to external sources of information on the full range of education and training options;
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers);
- at least one careers interview by the age of 16
- at least one experience of a workplace by the age of 16 (where Government COVID policy allows)

Management

The Careers Leader, Rachael Watkin, has overall responsibility for all aspects of the CEIAG programme and is supported by teaching staff and pastoral staff.

Roles and Responsibilities

All Academy staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered during ILWS. KS4 tutors and Teaching Assistants support the Careers Lead to promote careers education and raise aspirations. They work with parents, students and local employers to ensure work experiences are well planned, supported and evaluated. Staff teach vocational subjects such as Btec Skills for Independence and Living, ASDAN Personal Progress and ASDAN AoPE to embed work skills into the Key Stage 4 curriculum.

At Key Stage 3 teaching staff and class Teaching Assistants deliver tailored Independent Living and Work Skills to meet the needs of their students. Teachers of vocational subjects such as DT, Art, Childcare, Cookery, Construction and Prince's Trust also support with topics about careers in their areas.

The Designated Academy Councillor Mr Tony Curtis, has responsibility for overseeing the quality of careers guidance and supporting employer engagement.

External partnerships

The Academy works with a range of local employers, education and training providers to provide independent advice to students. Annual Post 16 information afternoon and Parents Information Evenings aim to increase the range of providers known to our students and widen opportunities. Links with local colleges provide taster sessions, information and work experience placements. If visits are not possible, virtual tours and Question and Answer sessions will take place.

This provision includes:

- Timetabled ILWS lessons
- Visits by and assemblies led by local businesses when possible

- Activity days linked to WRL
- STEM days
- Curriculum links in each subject to future careers
- Access to future providers at parents evenings

Key Stage 4

- Vocational curriculum (Btec, ASDAN, D of E, AoPE)
- Tailored work placements
- Transition visits , virtual tours and information days (FE providers / training)
- Taster days
- Work based training through the curriculum (Café, Horticulture, Construction, ICT, D&T, Princes Trust and Sport.
- Links throughout the Community

Working with external partners, the Academy fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each year with an employer and for all students to have experience of at least one workplace by the age of 16. (if Government COVID policy allows)

The Academy actively promotes parent / carer involvement through CEAIG events, parental newsletters, the Academy website, careers support at parental evenings and parental attendance at EHCP reviews provide parents opportunities to gain further in site to the pathways for their child.

Staff development

Careers education is delivered by the whole teaching staff, training needs are identified through performance management, staff appraisals, line manager meetings and the CPD process. The careers lead delivers training as and when necessary and sign posts staff to online resources and training providers.

Curriculum

The Academy delivers careers education through a combination of methods:

- Collapsed timetable days focusing on employability and enterprise skills;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers ;)
- Work experience programme
- Careers assemblies;
- Annual careers fair;
- Workplace visits, FE and HE visits;
- Creating a learning environment which allows and encourages students to tackle real-life challenges
- Employer based curriculum projects / challenges. (BTEC)

More details of the careers programme are published on the Academy website.

Key stage 3 provision

- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- PSHE / ILWS lessons focusing on personal development, careers, employability skills, local labour market information;
- Workplace visits, college and university visits;
- Collapsed timetable day focusing on employability skills;
- STEM Inspiration Day

By the end of key stage 3 all students will have:

- A better understanding of their strengths, achievements and areas for development;
- A better understanding of the full range of 14-19 opportunities for progression;
- An understanding of the qualities, attitudes and skills needed for employability;
- Received appropriate advice and guidance on Key Stage 4 options and

Key stage 4 provision

- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- Careers fair in school;
- College and Training Provider visits;
- Workplace visits and college visits;
- Collapsed timetable day focusing on enterprise and employability skills;
- Access to careers and IAG enrichment and extra-curricular activities and events and Work experience (year 11) including Preparation for Work Experience support.

By the end of key stage 4 all students will have:

- Enhanced their career management and employability skills;
- The opportunity to experience the world of work through a work placement and workplace visits;
- Been given direct access to employers, colleges and training providers;
- Completed an employability folder which includes a CV, personal statement and evidence of a mock interview (COPE)
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

More details of the careers programme are published on the Academy website.

Assessment

Careers learning is assessed using the learning outcomes from the CDI Framework for Careers, Enterprise and Employability Education. Student progress and the quality of work is assessed through a range of assessment methods including self-assessment, peer assessment, self-evaluation and teacher assessment. The quality of careers lessons is monitored through the Academy Quality Assurance processes with a termly work scrutiny, observations and learning walks. Staff receive feedback from their line manager. This is used to inform Performance Management were identified.

The Academy Quality Assurance procedures are used to QA careers provision through termly work scrutinises, learning walks, lesson observations and student focus groups.

Monitoring and evaluation

The CEIAG team meet on a regular basis to develop, monitor and evaluate CEIAG across the Academy.

The Academy's progress towards achieving the Gatsby Benchmarks is evaluated using the online Compass tool (as recommended in Careers guidance and access for education and training providers Jan 2018). This is carried out on an annual basis by the Careers Leader. The CEIAG development plan is based upon the outcomes of the Compass audit.

Provision is also monitored through regular feedback from students, staff, academy councillors and our partners. This feedback is collected through questionnaires at the end of each academic year. This is analysed by the Careers Leader with actions fed back to staff via CEIAG team meetings. Key action points are also included in the annual CEIAG development plan and the Academy development plan.

External provision is monitored and evaluated through the Academy's Quality Assurance procedures including observations, student, and if appropriate parental, voice. This is analysed by the Careers Leader with actions fed back to staff via CEIAG team meetings. Key action points are also included in the annual CEIAG development plan and the Academy development plan.

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, further education colleges, or employment. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future CEIAG provision. This is analysed by the Careers Leader with key trends and actions are fed back to the Senior Leadership Team and the Academy Councillor. Action points are also included in the annual CEIAG development plan and the Academy development plan.

The CEIAG policy is reviewed on an annual basis by the Careers Leader. This is ratified by Governors.

APPENDIX A

The Gatsby Benchmarks¹⁰

1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>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 adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<p>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 school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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 through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

APPENDIX B

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance¹ and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified² senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent³ careers guidance³, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.

¹ "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

² "Appropriately qualified" in this context means careers advice and guidance qualified ^{3a}

Independent" means external to the organisation

³ "Career guidance" as defined by the DfE. "Careers Inspiration in Schools" March 2015

11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.