



## **POLICY DOCUMENT FRONTPAGE**

### **CEIAG POLICY (Careers, Education, Information, Advice & Guidance)**

#### **CURRENT POLICY**

**APPROVED BY ALEC HUNTER LOCAL GOVERNING BODY**

**THIS POLICY IS REGULARLY REVIEWED  
FOLLOWING RECOMMENDED GUIDELINES**

## **Organisation:**

The CEIAG team will be composed of:

Mr Hamish Birley: Careers Lead/Deputy Headteacher

Mrs Clare Pipe: Careers Coordinator

Mrs Jennifer Hardison Taylor: Governor

Mr Dean Clarke: Parent Governor – added November 2022

Mrs Clare Pipe: Directions Independent Careers Advisor

## **Rationale for CEIAG**

The Careers Education, Information, Advice and Guidance Programme ensures that each student has high aspirations and is fully prepared for their next steps in learning, training or employment beyond their time at our academy.

Our priority is that students are aware of the choices, changes and transitions affecting their future education and training, leading to life as adult members of society.

We aim to deliver a broad and balanced curriculum promoting the spiritual, moral, social and cultural values of the academy and how these qualities will support a positive transition to continuing education and training.

Staff contribute to CEIAG through their roles as tutors, subject teachers and in supporting Skills Days events throughout the school year. Elements of future aspiration through continuing education and training opportunities, leading in to the world of work, are delivered through our Learning for Life curriculum.

## **Commitment**

Alec Hunter Academy is committed to providing students with a programme of careers education information, advice and **independent impartial** guidance (CEIAG) for all students in years 7 – 11 in partnership with Directions IAG Ltd who are Matrix accredited.

It is our intention that students will have the knowledge and skills required to make informed choices about their futures.

## **Alec Hunter Aims**

Alec Hunter Academy's Careers Education, Information, Advice and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially through motivation by having high expectations and increasing aspiration
- To support inclusion, challenge stereotyping and promote equality of opportunity through student self-awareness and the needs of their peers
- To develop awareness of continued learning pathways post 16 including further/higher education and training
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations and develop their knowledge of the world of work and career opportunities
- To involve parents and carers by providing opportunities to access information for them to make informed choices with their child for continuing education and training

- To include CEIAG into the Alec Hunter Academy's School Improvement plan and developing a curriculum that offers students subject based knowledge to help future careers aspirations
- To ensure that the benefits to the students of CEIAG are valued, assessed, reported on and accredited where appropriate

#### **Objectives:**

- To develop students' awareness and understanding of their own abilities, talents, aptitudes, strengths and weaknesses
- To provide students with planned activities to help them understand themselves and the influences on them
- To help students investigate opportunities for continued learning and career pathways by being provided with reliable, accurate and up-to-date information about the range of opportunities post 16
- To provide students with the skills, attitudes, attributes and behaviours needed for a successful transition into the world of work
- To enable students to make informed choices based on their own abilities and achievements
- To develop knowledge and understanding of the world in which students live and work both locally and nationally
- To prioritise disadvantaged and vulnerable students to ensure that they are formalised with all necessary information to improve their life and career choices.

#### **To be achieved by:**

- The development of a coherent, broad and balanced programme for CEIAG which gives students the opportunities to build on what they have learned and how to progress
- The planning and monitoring of the programme via the Learning for Life lead teacher and the Careers Co-ordinator
- Delivery of Careers Education sessions within the Learning for Life Programme in years 7-11
- Facilitating guidance activities including group and individual interviews
- Ensuring that provision is integrated into the curriculum
- Careers related Skills Days
- Attendance at the annual Apprenticeship Information Event for all year 10 students
- Attendance at the annual Braintree Careers Fair for all year 11 students

#### **Development:**

This policy was developed and is reviewed regularly by the Careers Lead, Careers Coordinator and Careers Governors based on current good practice guidelines by DFE/Ofsted, and the CEIAG Framework, which is working towards achieving the Gatsby Benchmarks.

#### **Gatsby Benchmarks**

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

### **Partnerships:**

An annual partnership agreement is negotiated between the academy and Directions IAG Ltd who are an external provider in Essex. This agreement identifies the contributions to the CEIAG programme, and other links have been developed with local partners in relation to 14-19 education including Essex County Council, Braintree District Council, Make Happen, colleges, sixth forms, universities, training providers, parents/carers and both local and national employers.

Our academy is a member of the Braintree IAG Cluster Group which comprises 8 district schools, the IAG Steering Group and the Braintree Education & Skills Board.

### **Links**

- Braintree IAG Cluster
- Directions IAG
- Make Happen
- Essex County Council
- Braintree Skills and Education Board
- Form tutors and subject teachers
- Learning for Life Coordinator
- SENDCo
- Training providers
- Local colleges and sixth forms
- Institutions of higher education
- Local employers
- DWP - Department of Work & Pensions

### **Staff Development:**

Staff training and CPD needs will be met through INSET, staff team briefings, newsletters, internal and external meetings, memos, mentoring and coaching activities, twilight training, conferences and workshops etc.

### **Student entitlement**

All students in years 7 to 11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

### **Brief curriculum overview**

#### **Years 7, 8 & 9**

Key activities: KS4/GCSE options choices

Lessons include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

Activities will support the KS4/GCSE options process.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, , information to parents and meeting with senior staff and tutors at school

### **Year 10**

Key activities: Mock interviews and Voluntary work Experience

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Be interviewed by someone from the world of work
- Be introduced to the different Post-16 pathways.

### **Year 11**

Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications; how to apply through UCAS Progress; hear from guest speakers in assembly about sixth form, college and apprenticeships; attend a careers fair discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

### **Management of provider access requests**

Procedure: A provider wishing to request access should contact Clare Pipe, Careers Coordinator, and Telephone: 01376 559367 Email: [CPipe@alechunter.com](mailto:CPipe@alechunter.com)

### **Opportunities for access**

A number of events, integrated into the academy's careers programme, will offer providers an opportunity to come in and to speak to pupils and/or their parents/carers which include; assemblies, skills days, parent evenings and curriculum delivery. (See separate Provider Access Policy)

### **Self-referral**

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Pastoral Manager or Head of Year.

An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will record action plans on the T drive at school. Students will receive a copy and parents and staff have the option to see this information so they can support the process.