

CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIAG) POLICY

JOHN WHITGIFT ACADEMY

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1 The Policy Statement

1.1 Purpose

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

1.2 Aims

Delta Academies Trust has a statutory requirement when delivering careers education in its Academies, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programmes:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

2 Entitlement Statements

2.1 Student entitlement

Teachers in the academies and qualified career professionals will support students' career development in a number of ways including:

- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings,
- Drop-in sessions, enrichment activities and on results days.
- Careers information and I.T based careers programmes.
- Information and updates on notice boards, plasma screens and the academy website.
- The academy uses a tracking system to identify the needs of all students to target students who require early or additional support in their transition. Students, parents/carers and academy staff can refer students for one-to-one careers support. Students can access CEIAG through one-to-one interviews, workshops and enrichment activities.

2.2 Parent/Carer entitlement

Parents can access careers support for their child in a variety of ways including:

- individual meetings
- drop-in sessions, options and parents evenings and on results days
- Careers information and computer-based careers programmes, such as U-explore and Eclips

- Information and updates on the academies' website and Twitter

2.3 Equality and Diversity

The careers education and guidance delivery satisfies the requirements of the school's Equal Opportunities Policy. All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

3 Delivery of the CEIAG provision

3.1 Place within the Curriculum and Tutorial Support system

The careers curriculum has been devised following the guidance of the ACEG National Framework for all year groups in core provision and/or drop-down days. This is supplemented by the following:

- Programme of assemblies, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information by qualified careers professionals.
- On drop-down days a wide variety of companies and apprenticeship providers may also attend offering advice and guidance.
- Academies may also organize specific events for parents/carers and students to provide specialist support.

3.2 Monitoring and tracking of young people

Delta Academies Trust places a responsibility on its Academies to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention.

The academy tracks:

- Intended destinations
- Supports the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- Offering individualized support to those students who are at risk of becoming NEET or become NEET.
- The academy maintains records of all CEIAG interventions and interviews.
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support.

4 Management of CEIAG Provision

4.1 Management

The CEIAG Programme and work experience is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents and the wider community. This area is supported by a nominated link member of the Education Advisory Board.

4.2 Staffing

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders Heads of Year, Heads of House, Heads of Sixth Form or as a Careers Professional. Staff training is provided on a regular basis and updates are given in briefing or circulated via the VLE. Staff are provided with guidance sheets, handouts and option booklets. All staff have access to the u-explore website which includes specific information and resources.

4.3 Provision of external and Independent careers guidance

Independent and impartial careers advice and guidance is provided via qualified careers professionals, a range of CEIAG computer-based programmes and websites in addition to our links with businesses and training providers. Students are also encouraged to access the National Careers Service via a link on the academy website.

4.4 Other formal and informal partnerships

The academy has a range of formal and informal partnership arrangements including with post-16 providers, colleges, employers, HE and training providers.

4.5 Information resources

A range of careers information, in a variety of formats, is provided in the Careers Room and the Learning Resource Centre so that it is accessible to all students. Resources are managed in the academy to ensure that they are up to date and meet the needs of all students. The u-explore program also provides quality assured information, links to other approved websites and online resources are also signposted.

4.6 Budget

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchased priced materials.

4.7 Staff development

All staff should have access to a minimum of 1 hour per year through CPD time to update themselves in relation to current developments in careers pathways. Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

4.8 Monitoring, review and evaluation

A report will be submitted to the Educational Advisory Board on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental response to provision.

Appendix A: Leadership & Management

Position	Name	Title
EAB Member	Helen Wilson	CEIAG EAB Member
Academy Leadership Team	Matthew Bee	Associate Assistant Principal
Operational Leader	Paul Tuffnell	Head of Year KS4

Appendix B: Staffing

Position	Name	Title
Heads of Year	Paul Tuffnell Alison Winn	Learning Consequence Managers
Curriculum Leaders	Michelle Smiech Leanne Westerman-Smith Amber Le Bon Jayne MacDonald Matthew Bee Keely Georgiou	Assistant Principal (Mathematics) Assistant Principal (English) Lead Learner for Science Lead Learner for MFL Lead Learner for Humanities Lead Learner for Art, Design and Technology

	Nicki Sowerby	Lead Learner for PE
Teachers		
Tutors		

Appendix C: Provision of External and Independent Careers Guidance

Organisation	Name	Title
Careers Inc	Jane Devise	Careers Advisor
YPSS	Brian Bendell	Careers Advisor

Appendix D: Other Formal & Informal Partnerships

Organisation	Name	Title
Grimsby Institute of Further and Higher Education (GIFHE)	Ros Aitchson Mark Hughes Emma Wigham	Group Head of Partnerships HE Widening Participation Officer
Franklin College	Fiona Headridge	
John Leggott College		
Humber EBP	Helen Wilson	General Manager
Humber Local Enterprise Partnership	Jenny Vincent	
University of Hull	Moira Newman	Schools and Colleges Liaison
HETA	Niki Bardsley	
CATCH	Chris O'Connell	
AVANT	Louise Sutton	
INTERSERVE	Rebecca Reed	
NE Lincs Council		
Young Enterprise South Humber	Jane Howden	Manager

Appendix E: Information Resources

Organisation	Resource	Location
U-Explore	U-Explore Online	Academy Website
JWA	CEIAG Base	Room N11
Noticeboards	Information board	Main corridor

Appendix F: Careers Education Plan – Embedded in U-Explore

Curriculum Activities and Progression Year Group	The Big Question	Learning Outcomes (PHSE, ACEG)

Year 7	Skills awareness: Who am i?	<ul style="list-style-type: none"> • make a successful transition to JWA • take part in a range of lessons and activities to develop teamwork, presentation and problem solving skills to support both in learning and in helping equip students for their futures • register with U-Explore and 'like' a minimum of three jobs
Year 8	What's out there/ Mapping my future	<ul style="list-style-type: none"> • begin to develop independent research skills and find out about a wide range of inspiring careers • investigate what sort of skills and qualifications are required for particular job roles • recognise the importance of making well thought out decisions in preparation for Y8 Options <p>Make informed decisions about KS4 options; the theme is focused around decision making and enabling students to choose their KS4 options effectively, especially if they have a particular career in mind. Students will identify the qualifications and grades required for different pathways aligned to their aspirations and recognise the importance of achieving high grades in maths and English whatever their area of interest.</p>
Year 9		
Year 10	Becoming employable	<ul style="list-style-type: none"> • consider how to 'stand out from the crowd' by learning how to match themselves to jobs and how to write CVs / cover letters. They will think about their own personal brand and how they could market themselves to employers • begin to identify suitable post-16 pathways based on aspiration and academic progress

Year 11	What next?	<ul style="list-style-type: none"> • make informed and well-judged choices with regards to future pathways and complete necessary applications to facilitate this • demonstrate the skills, knowledge and attitude needed to make a successful transition into further study or the world of work • complete a work experience placement to enhance employability by putting skills into practice
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Appendix G: Student Entitlement

Investing in your Future

The careers education and guidance programme at John Whitgift Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations.

As a pupil at John Whitgift Academy you are entitled to a careers education and guidance programme which:

- is personal to you and always puts your interests first
- motivates and inspires you to consider all opportunities open to you within and outside John Whitgift Academy
- helps you to gain the skills you need to make your career ambitions a reality
- provides the support you need to be successful
- helps you access any additional support you might need
- is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
- protects and respects your personal information and shares it only with your consent
- always puts your interests first

Together with a range of career professionals, businesses and training providers we will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards and plasma screens
- The John Whitgift Academy website

Appendix H: Parents Entitlement.

Investing in your Son/ Daughter's Future

Research has consistently shown that parents and carers are **the** most influential factor in students' decisions about the future. Your support and encouragement influences their choices, and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even have been invented yet!

There are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs)
- Discuss where they want to be and research how to get there (lots of great resources in the Academy and on the internet)
- Use the links on the academy website www.theallsaints.net
- Encourage them to seek out the advice and experiences they need to help them achieve their goals
- Help them with the steps they need to take

Together with a range of career professionals, businesses and training providers we will support your son's/daughter's career development in a number of ways including:

- Information and discussion in lessons and assemblies to help them make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities, parents and option evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards, plasma screens and websites

You are welcome to attend your child's careers meeting and we encourage you to contact John Whitgift Academy if you need any more help or information.