

Crofton Academy



Careers Education, Impartial Advice & Guidance Policy

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P7	1.0	23.11.2021	23.11.2024

VISION AND ENTITLEMENT STATEMENT

Crofton Academy believes that:

- pupils will be motivated to raise their aspirations, attainments and attendance if they are offered quality and impartial information, advice and guidance about their future training and career choices;
- pupils have an entitlement to a CEIAG programme which empowers them to take control over the decisions they make relating to career pathways;
- pupils have an entitlement to CEIAG support that ensures that they all get a good start and are well prepared for the next stage in their education, training or employment;
- pupils should be taught a range of employability skills, so that they are well prepared for the next stage of their education, employment, self-employment or training;
- clear strategies and personalised support must be provided to all pupils, in order to ensure that their aspirations are high and that the paths they take suit their academic needs; and
- advice must be transparent, impartial, shared and understood by pupils (and their carers) so that informed and genuine choices can be made by the pupils and so that their destinations strongly support their career plans.

Pupils should feel confident about making key decisions about educational and career choices, and have a clear understanding of the routes to achieve their goal. This preparation should be achieved through a variety of means such as: impartial and independent one to one work with a qualified Careers Advisor; careers resources used in lessons and drop down days; supportive digital resources sent to pupils and their parents/carers and the work done with local post 16 providers and Universities. Pupils also have access to experiences that ensure that they can explore future options through employer engagement, work experience tasks and apprenticeship information.

All pupils aged 11-16 years old at Crofton Academy are entitled to receive unbiased Information, Advice and Guidance through our Careers Advisor and the school's personal development programme.

1. PRINCIPLES UNDERPINNING CEIAG

- Pupils are treated without prejudice and have an entitlement to CEIAG, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Pupils have equal access to accurate, up to date and impartial information free from bias and stereotyping.
- Pupils' personal aspirations are the most important factor in any activity and should be treated with respect.
- CEIAG is an integral part of the whole guidance programme. It is a vital part of the Academy's personal development curriculum.
- CEIAG promotes equal opportunities and tackles gender stereotyping within career choices.
- Also CEIAG should underpin and run through the whole curriculum.
- Crofton Academy endeavours to follow the DfE document 'Careers Guidance and Access for Education and Training Providers Statutory guidance for governing bodies, school leaders and school staff (updated annually) and other relevant guidance.

2. AIMS

As part of a broad and balanced education, it helps individual pupils to build the skills, knowledge and values needed for the management of their lifelong learning and career development.

CEIAG will enable all pupils to:

- be aspirational and realise the need to attain relevant qualifications, so that they can progress to the next stages of their education and onto courses that will lead them into jobs will meet local and national needs;
- develop knowledge of strengths, weaknesses, personal qualities and have a balanced view of their self-worth and potential;
- raise awareness of education, training and career opportunities, thus enabling pupils to make informed choices about their progression, post 16 and beyond;
- realise the choices available to them for their 16-19 study programme and secure independent guidance on the full range of education and training opportunities, including apprenticeships and vocational pathways;
- develop employability and key skills' by providing opportunities to evaluate and reflect in order to recognise personal qualities and set goals;
- understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life;
- access support and guidance in overcoming their barriers to success; and
- develop as confident and responsible individuals, who are successful in accessing and using information to plan for their future.

3. OBJECTIVES

To enable the above aims to be carried out opportunities will be made to ensure pupils will:

- be familiar with up to date materials and access opportunities to make use of relevant information e.g. Mock Interviews, Post 16 Careers Events, use of internet and school web page etc;
- experience the personal development programme throughout their time at the Academy, covering a broad range of career related topics;
- understand the changing patterns of employment and progression opportunities;
- investigate the world of work;
- be aware of how current labour market information may affect future choices;
- be able to identify a range of key employability skills that they have gained to help them to succeed in the world of work;
- understand gender stereotyping within the workforce and understand how to overcome it;
- have access to a progression interview with an independent careers advisor; and
- understand how educational achievements are linked to maximising their potential future choices.

4. STATUTORY REQUIREMENTS

Schools are required to ensure that there is an opportunity for a range of education and training providers to access pupils in Years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

5. CAREERS EDUCATION, IMPARTIAL ADVICE AND GUIDANCE PROGRAMME

Crofton Academy is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The Academy's CEIAG provision is delivered through different mediums including: assemblies; registration information; careers guidance appointments; access to online resources; Drop Down Days; Apprenticeship week; Careers week; Taster days and materials on google classroom/the school webpage. The careers programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

The Academy's careers programme shows how we currently meet the Gatsby Benchmarks:

YEAR GROUP	CEIAG LEARNING AND ACTIVITIES: more specific details can be found on the Personal Development Programme	BENCH MARKS ACROSS THE YEAR
7	Citizenship Day: Behaviour for work and strengths for employment Wider World Day: Industry Insights; values, roles and behaviours in a company Registration: Careers week activities; Apprenticeship week activities Assemblies: Equality and diversity; E-safety Wellbeing Wednesday: introduction to Careerpilot and eClips; resilience; organisation; power of words Google classroom: careers related resources including links to job of the week (MyPath), Barclays lifeskills, Careerpilot, eClips and WOWshow. Resources posted on google classroom linked to careers week, apprenticeship week and employability	B1 B2 B3 B5
8	Citizenship Day: Careers and choices; LMI & working life. Wider World Day: Employment and the Law; explore apprenticeships. Registration: Careers week activities; Apprenticeship week activities Assemblies: Aspiration, pride & confidence; SEAL Wellbeing Wednesday: Resilience; further work on Careerpilot and eClips Give Construction a Try Encounter with employer/employees for all pupils TBC Google classroom: careers related resources including links to job of the week (MyPath), Barclays lifeskills, Careerpilot, eClips and WOWshow.	B1 B2 B3 (B5 TBC)

	Resources posted on google classroom linked to careers week, apprenticeship week and employability	
9	<p>Be Safe & Healthy Day: Spectrum</p> <p>Citizenship Day: Prison Me No Way</p> <p>Wider World Day: Careers and Aspirations; working life and LMI. Industry Insights; Career Advisor introduction & Choices at 16 work; Meet post 16 providers/career fair. Rights and responsibilities including Equality Act; respect; Unions and HR. Careerpilot and eClips used alongside World or Work & Barclay Life skills.</p> <p>Active Studies lessons: work with Engie linked to finance.</p> <p>Registration: Careers week activities; Apprenticeship week activities</p> <p>Dept Lessons: Curriculum links to employment opportunities and job roles/aspiration.</p> <p>Wellbeing Wednesday: Resilience; mindset (fixed v growth) – aspiration and initiative; further work on Careerpilot and eClips.</p> <p>Give Construction a Try</p> <p>Google classroom: careers related resources including links to job of the week (MyPath), Barclays lifeskills, Careerpilot, eClips and WOWshow.</p> <p>Resources posted on google classroom linked to careers week, apprenticeship week and employability</p>	B1 B2 B3 B4 B5 B7 B8
10	<p>Be Safe & Healthy Day: Spectrum</p> <p>Wider World Day: Employability Skills & rights and responsibilities at work; apprenticeships; interviews and CV success workshops; resilience and mental wellbeing. Virtual work experience introduction: Speakers for School</p> <p>Careers Day: Virtual work experience; alumni presentation linked to apprenticeships and aspiration; employability skills/soft skills/CVs/interview recap/post 16 options with our Careers Advisor.</p> <p>English/Maths lessons: CV writing; equality act.</p> <p>Registration: Careers week activities; Apprenticeship week activities</p> <p>Wellbeing Wednesday: Further work on Careerpilot and eClips</p> <p>Personal Guidance interviews begin with Careers Advisor</p> <p>Taster Days</p> <p>Google classroom: careers related resources including links to job of the week (MyPath), Barclays lifeskills, Careerpilot, eClips and WOWshow. Speakers for School work experience</p> <p>Resources posted on google classroom linked to careers week, apprenticeship week and employability. Careers related opportunities that arise including virtual careers fairs, university activities to support pupils in future planning</p> <p>Mock Interviews TBC</p>	B1 B2 B3 B5 B6 B7 B8
11	<p>Wider World Day: careers fair; Yorkshire Water talk linked to opportunities in businesses and aspirations, qualities and skills. NatWest Career Sense workshop; mental wellbeing for work & coping strategies.</p> <p>Registration: Careers week activities</p> <p>Assemblies: Range of post 16 and beyond providers in term 1. Initiative. E-safety linked to what employers see etc.</p> <p>Wellbeing Wednesday: Finding a happy career; equality and diversity linked to the workplace/rights; all about apprenticeships; University options; further work on CareerPilot and eClips</p> <p>New College Excellence Academy</p> <p>Personal Guidance interviews with Careers Advisor</p> <p>After school: extra support linked to post-16 applications</p>	B1 B2 B3 B5 B7 B8

	<p>Google classroom: careers related resources including links to job of the week (MyPath), Barclays lifeskills, careerpilot, eclips and WOWshow.</p> <p>Resources posted on google classroom linked to careers week, apprenticeship week and employability. Careers related opportunities that arise including virtual careers fairs, university activities to support pupils in future planning. All resources from colleges are also posted in google classroom along with opportunities for virtual work experience and apprenticeship opportunities.</p>	
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There is flexibility within this programme, but in principle this is what will happen during the academic year 2021-2022.

The Academy also supports pupils via electronic software to ensure that the most up to date and accurate information is accessed by pupils. This enables pupils and their parents/carers to be able to explore labour market information, accurate CEIAG advice and support with studying and wellbeing. The programme that we use is eClips.

The school webpage and pupils' access to Google classroom are also used to provide pupils with information about a range of careers and also opportunities to explore and experience training opportunities and the world of work.

6. APPRENTICESHIPS

The Academy ensures that pupils are clear about different levels of apprenticeships and promotes apprenticeships through the careers programme.

7. ACCESS/EQUAL OPPORTUNITIES

CEIAG will promote the school's policy on equal opportunities by:

- providing a range of resources which match individual needs;
- helping pupils to understand the importance of Equality of Opportunity in working life;
- monitoring resources to ensure the absence of stereotyping;
- providing additional support for pupils with learning difficulties;
- ensuring that all pupils have full access to CEIAG resources, information and opportunities by assessing and meeting their individual needs and circumstances (e.g. Pupil Premium, LAC, More Able, FSM, SEND etc.)
- Year Leaders are able to refer individual pupils to
- close consultation will take place regarding CEIAG with the school's Inclusion Manager;
- resources can be modified or adapted to suit the needs of the class during Drop Down Days and other experiences. In some instances, differentiated materials will be available, particularly for children from the VI Unit and those with severe learning difficulties;
- annually Y9 pupils who are identified by the Inclusion Manager/Year Leader as being 'vulnerable' or having a EHCP, will be offered early impartial careers advice access and
- ensuring that 'Taster' opportunities are supported/made accessible for the individual attending's needs and that these needs are made clear to the provider.

All information is provided impartially to pupils and will be free of bias. Pupils are encouraged to explore the full range of opportunities and at courses outside of the normal gender stereotypes. The careers programme targets this as well as raising aspirations. All staff at the academy are trained through CPD to raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes through their daily lessons and the academy's SMSC/FBV programme as well as through assemblies and dealings with pastoral staff. A wide range of interventions also exist across the academy where necessary.

8. SUPPORT FOR PARENTS

All parents can access information on supporting their children in making career and education choices. The support is offered through:

- Policy, Programme and Resources on the school website.
- Access to the Academy Careers Advisor, via phone or appointment and at Parents Evenings.
- Personal Development Booklet distributed to all pupils and their parents/carers.
- Access to eClips at parental request

9. MANAGEMENT OF PROVIDER ACCESS REQUESTS

Procedure

A provider wishing to request access should contact Sharon Lord (Careers Leader).
Telephone: 01924862985

Email: sharon.lord@croftonacademy.org.uk

Please see the Academy's Access Policy 2021-2021 CEIAG. We welcome working closely with businesses and out programme highlights opportunities that are already booked to take place.

10. NEET PREVENTION

Obviously NEET prevention is a vital and integral part of all CEIAG work. The school's Careers Leader works closely with our Impartial Careers Advisor to provide personalised support and to ensure that appropriate routes are undertaken by all pupils once they leave Crofton Academy. Statutory requirements to tell the authority if a 16/17 year-old leaves education are met by ourselves working closely with the Connexions service. Early identification, intervention, support and advice and monitoring take place through a variety of strategies and methodology. The impact of CEIAG work in this area is evaluated and its impact is judged in yearly documentation and through destinations data.

11. CEIAG AS PART OF OTHER TIMETABLED SUBJECTS

There are many ways other subjects contribute to the CEIAG:

- Displays of career routes in classrooms
- Options booklet shows career routes
- Tutorials lead by group tutors e.g. Options info
- Speakers from industry
- Visits to workplaces
- Production of information regarding careers opportunities in subject areas

12. ASSESSMENT

The purpose and process of assessment in CEIAG support the whole school assessment policy. Assessment will chiefly be in the form of pupil self-assessment supported by discussion with tutors, teachers and our Careers Advisor.

Pupil self-assessment forms part of the CEIAG SOW integrated into the personal development curriculum. Group Tutors will assess and monitor this, sharing any concerns with the school's Careers Leader. This work is also monitored by the Careers Leader.

13. STAFF DEVELOPMENT

Every member of staff involved has an entitlement to CEIAG training. At key times the Careers Leader and Careers Advisor will ensure that this takes place.

14. PARTNERSHIPS

The School will work in partnership with:

- pupils
- the Connexions Service who support and complement careers education and provide guidance to individuals as well as training;
- local Industry and Business who will be involved in curriculum projects, Work Experience placements and work place visits;
- the Careers and Enterprise Company;
- Institutions of Further Education, to exchange up to date information and advice; and
- parents and carers, to exchange information, enrich the CEIAG programme by contributing where appropriate and helping to evaluate the provision.

15. LINKS WITH FE & HE

- Information about Open Evenings is made available to Year 10 and Year 11 pupils through letters, displays, the school website, assemblies and GT in registration time.
- Taster Days are organised for Year 10 pupils at Wakefield College, Barnsley College and NEW College. Pupils are able to spend time finding out about courses which are available to them Post-16.
- Colleges are invited to attend the Careers Convention held at the Academy
- The most popular colleges and apprenticeship providers are invited into school to speak about Post-16 courses during assemblies and other colleges are promoted through the personal development programme.

16. MONITORING AND EVALUATION

The CEIAG policy and programme will be regularly monitored and evaluated through a variety of techniques to ensure as far as possible:

- its relevance to the pupils' needs;
- links with other school developments; and
- effective response to local and national change.

There is a school action plan which focuses on CEIAG as part of the Personal Development Programme. As part of the annual review process, a CEIAG development plan, which identifies priorities for the following year, will be drawn up in consultation with the Assistant Headteacher.

The Careers Leader is responsible for the monitoring of the delivery of the CEIAG programme, in line with the current job specification and the statutory requirements of the DfE January 2018 DfE 'Careers Guidance and Access for Education and Training Providers' (updated annually).

17. MANAGEMENT OF CEIAG

The provision and quality of CEIAG is managed by the Careers lead, who reports to the Academy's Senior Leadership team through the Assistant Headteacher.

Governors

To ensure a high quality CEIAG impartial programme is in place for Years 7-11 pupils. The programme must meet the statutory guidance as outlined in DfE 'Careers Guidance and Access for Education and Training Providers' (updated annually)

Assistant Headteacher: Kate Ashton

The Assistant Headteacher is responsible for the strategic planning of how CEIAG can form part of the school's personal development programme/curriculum. Support is also provided for the Careers Leader/Careers Advisor linked to statutory requirements and data analysis.

Careers Leader: Sharon Lord

To lead on statutory requirement and ensure that this role is fulfilled in line with the current Careers Leader job specification.

Careers Advisor: Tracey Chapman

To fulfil the requirements of the two-day role as outlined by school in our current agreement.

Year Leader

Support for Group Tutors and pupils throughout the delivery of the work related to careers. Share information and support all pupils.

Sharon Lord is our **Careers Leader**. Contact Sharon at sharon.lord@croftonacademy.org.uk

Tracey Chapman is our **Independent Careers Adviser**

Contact Tracey at tracey.chapman@croftonacademy.org.uk

Kate Ashton is Senior Leadership Team link for CEIAG. Contact Kate at kate.ashton@croftonacademy.org.uk