



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

**Policy Document 2022/23**

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V2	June 16		Policy review no revisions
V3	July 17		Reference to The Gatsby Benchmarks for CEIAG in item 1.1.  Item 1.3 updated and reference to ACEG framework replaced with CDI framework.  Item 1.4 updated to reference Careers Data Dashboard.  Item 2.8 updated to include data sharing protocols.
V4	July 18		Updated to reflect statutory guidance
V5	May 2020	KB	Reviewed no updates
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V7	April 22	L Calton & Paula Thompson - Progress Careers	Updated to reflect change from Careers Inc to Progress Careers  Added 'The Baker Clause' to section 1.1.  'Schedule 1' amended to 'Activity Schedule Agreement' in section 2.9

V8	Sept 2022	S Laher & Paula Thompson - Progress Careers	Updated to reflect statutory guidance
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## I. Policy: Careers Education, Information, Advice and Guidance

### I.1. Context

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in years 7-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options. The CEIAG Policy should be read in conjunction with:

- Statutory Guidance for CEIAG
- Careers Guidance and Access for Education and Training Providers
- The Gatsby Benchmarks for CEIAG
- Work Experience and Work Related Learning Policy
- Child Safeguarding Policy
- Equality and Diversity Policy
- Data Protection Policy
- Provider Access Policy
- The Baker Clause

### I.2. Aim

To provide outstanding careers education, information, advice and guidance in order to ensure that each young person has high aspirations and is fully prepared for their next steps in learning, training or employment beyond their time at our academies.

### I.3. Commitment:

To develop a whole school approach to CEIAG by providing a planned programme of activities within and outside the curriculum by:

- Providing a comprehensive curriculum programme relating to clear learning outcomes for careers education, defined by the CDI framework
- Allowing access for all students to independent and impartial careers guidance from a **matrix** accredited external organization
- Ensuring support for all students to make a successful transition through tutorial and mentoring systems
- Strategically managing and coordinating the services from commissioned and publically funded free at source providers to ensure best use of resources

- Achieving, and maintaining currency of, a nationally accredited Quality in Careers Standard.

#### 1.4. Monitoring requirements:

Monitoring to take place annually in July at the end of the academic year. Monitoring to be undertaken by the Executive Team and submitted to the OGAT Board. This includes a Careers Data Dashboard.

Any submissions for amendments and CEIAG recommendations to be submitted to the Executive Meeting and / or Family of Schools meeting.

Responsibility for monitoring and reporting: at Academy level; SLT Career Lead and Named Academy Council member. (see appendix I).

## **2. Careers Education, Information, Advice and Guidance Policy and Procedures**

### 2.1. Rationale for CEIAG

In September 2022 the statutory Careers guidance and access for education and training providers was released. The government's career strategy is determined to build a world-class system that will help young people choose the career that is right for them.

It is expected that:

- Maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.
- Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
- There will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.

### 2.2. Vision

Our outstanding careers guidance and support will guarantee students have clear, aspirational and realistic goals for their future study. This will secure increased motivation, greater

attainment, higher self-esteem, and ever reducing drop-out rates, leading to all our learners securing meaningful and engaging employment.

### 2.3. Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key Academy policies such as those stated on page 3 of this policy.

### 2.4. Student entitlement

Outwood Grange Academies Trust have formed a partnership with Progress Careers Ltd – an external, **matrix** accredited, independent and impartial careers guidance service, who will support students to aim high in their career goals and aspirations.

Teachers in the academies and staff from Progress Careers will support students' career development in a number of ways including:

- Information and discussion in lessons, tutor groups and assemblies to help students make decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and results service.
- Careers information and I.T based careers programmes
- Information and updates on notice boards, plasma screens, displays and websites, including the bespoke [website](#), which operates in each academy.

The academies and Progress Careers use a bespoke tracking system to identify the needs of all students and arrange careers support. There are a number of initiatives in place to ensure access for all students including;

Drop in sessions, Workshops, Enrichment activities, Self-referrals / Tutor referrals.

### 2.5. Parent/Carer entitlement

Parents have access to careers advisers in a variety of ways including:

- individual meetings
- drop-in sessions and results service
- Careers information and I.T based careers programmes
- Information and updates on the bespoke [website](#)
- Information is posted to parents, available at parents evenings and also via the academy website and Twitter

## 2.6. Equality and Diversity

We have a commitment to advancing and achieving equality of opportunity for all students / carers / associated persons, staff, governors and visitors.

We believe that all people are of equal value and by encouraging their progression we will promote equality of opportunity, celebrate diversity and challenge stereotypes. Careers programmes are designed to meet the needs of all learners. Activities are differentiated and personalised to ensure all students progress in their career learning and development, and to strengthen their motivation, aspirations and attainment at the academy.

## 2.7. Place within the Curriculum and Tutorial Support system

The careers curriculum has been devised following the guidance of the CDI National Framework for all year groups in core provision. This is supplemented by the following; programme of assemblies, tutor sessions, and enrichment workshops (CVs, pathways, research and applications).

## 2.8. Related outside activities and opportunities

Inset for staff includes a number of outside agencies such as Progress Careers, local colleges and other providers.

Careers cafes, careers fairs and other events, which include a wide variety of companies and apprenticeship providers, may also attend offering advice and guidance.

Academies may also organise specific events for parents/carers and students to provide specialist support.

## 2.9. Monitoring and tracking of young people

The academies have a responsibility to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention. The academies track intended destinations, courses and where they attend in the next academic year with further NEETS intervention. The academies maintain records of all CEIAG interventions and interviews. Agreements are in place with external P16 providers to inform the academies of students applying and attending their place of education. Progress Careers staff may also support tracking of students in line with the Activity Schedule Agreement with each academy. OGAT have data-sharing protocols with Local Authority areas to ensure the exchange of relevant progression data in the best interests of young people.

## 2.10. Management

The CEIAG Programme and work experience is planned and implemented by the nominated member of SLT as part of the 'Deep' structure to work closely with the staff, students, parents and the wider community. This area is supported by a nominated link governor. Each academy will have a named SLT lead for CEIAG who will attend contract reviews with Progress Careers. Each academy will also identify a lead to co-ordinate day to day activities and be the main point of contact for Progress Careers staff. (see appendix I).

## 2.11. Staffing

All staff contribute to CEIAG through their roles as tutors, subject teachers or learning managers. Staff training is provided on a regular basis and updates are given in briefing. Staff are provided with guidance sheets, tutor handouts and option booklets. All staff have access to the bespoke [website](#) which includes specific staff information and resources.

## 2.12. Provision of external and Independent careers guidance

Independent and impartial careers advice and guidance is provided in partnership with Progress Careers Ltd — an external, **matrix** accredited, independent and impartial careers guidance company, commissioned on behalf of the OGAT Family of Schools. The Progress Careers service to academies is customised on an institutional basis and detailed in the Activity Schedule document. This is reviewed twice a year to meet changing needs. Students are also encouraged to access the National Careers Service and the National Apprenticeship site via a link on the bespoke [website](#).

## 2.13. Other formal and informal partnerships

The academies have a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE and Training Providers.

## 2.14. Information resources

A range of careers information, in a variety of formats, is provided in the Learning Resource Centre of each academy so that it is accessible to all students. Resources are managed in each academy to ensure that they are up to date and meet the needs of all students. The bespoke [website](#) also provides quality assured information and access to other approved websites and online resources.



## 2.15. Budget

Funding is allocated in the academies annual budgets planned in the context of whole academy priorities and the OGAT Trust contract for external and impartial careers advice. Maximum use will be made of quality assured free at source material as the currency of careers materials is very short. A nominated member of the SLT in each academy will be responsible for the effective deployment of resources.

## 2.16. 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.

## 2.17. Monitoring, review and evaluation

Contract reviews with Progress Careers Ltd will include an account of activities, a review of progress and related data together with an evaluation of pupil and parental response to provision.

## **Appendix I**

Each academy will ensure named individuals for each of the following roles:

**Named Academy Council member: Mrs Sue Hague**

**Named SLT lead: Mr Alex Warburton**

**Named operational lead: Mrs Sue Morgan**

## Appendix A: Student Entitlement



### Investing in your Future

The careers education and guidance programme at Outwood Academy Foxhills 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.

In partnership with Progress Careers – ***an external, independent and impartial careers guidance service*** - we will support you to aim high in your career goals and aspirations.

As a pupil at this 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 Outwood Academy Foxhills
- ✓ 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 staff from Progress Careers 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 careers fairs
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning, enrichment activities and results days
- Careers information and I.T based careers programmes
- Information and updates on notice boards, plasma screens
- The bespoke [website](#)

## Appendix B: 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 have even 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 bespoke [website](#)
- 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

You are not alone in this! In partnership with Progress Careers – ***an external, independent and impartial careers guidance service*** - we will support your child to aim high in their career goals and aspirations.

Together with staff from Progress Careers we will support your child'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 careers fayres
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning, enrichment activities and results days
- Careers information and I.T 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 Outwood Academy Foxhills or Progress Careers if you need any more help or information.