

The Sandon School



**CAREERS EDUCATION,
INFORMATION ADVICE AND
GUIDANCE POLICY**

Last Adoption Date: March 2018

Next Review Date: Spring 2021

RATIONALE FOR CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG)

1. Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood in particular:
 - Preparing students for the opportunities, responsibilities and experiences of life
 - Supporting young people to achieve their full potential
 - Empowering young people to plan and manage their own futures
 - Providing comprehensive information on all options
 - Raising aspirations
 - Promoting equality, diversity, social mobility and challenging stereotypes
 - Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives

PURPOSE

2. The Sandon School is committed to career learning and development and intends to fulfil, and exceed, its statutory obligations. This commitment supports the school's overall vision and is linked to the School Improvement Plan. Governors and senior leaders have a key role in developing and approving this policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum. The Governor responsible for CEIAG is involved in supporting and developing activities for CEIAG across the school.

COMMITMENT

3. In line with the statutory requirement to provide Careers Education and Guidance the school is committed to providing all students with a planned programme of career education activities throughout their school career within Personal, Social, Health Education (PSHE) and through activities and opportunities at key transition points to access impartial information and expert advice and guidance.
4. The school is also committed to maximise the benefits for students by adopting a whole school approach to CEIAG involving parents, carers, external IAG providers, employers and other local agencies.
5. The school will ensure students are supported into a range of appropriate progression routes to support long term destination measures at key transition points in key stages 3, 4 and 5 and toward positive outcomes. The school will also ensure that vulnerable students such as those with Special Educational Needs and Disabilities (SEND) and Pupil Premium Students are identified early using key data and given appropriate and enhanced support as required. Early identification and targeted support will be provided to vulnerable students.
6. Part of the delivery of PSHE activities will ensure external providers will have access to students as outlined in the school career plan including support for Apprenticeships and Technical Education.

MANAGEMENT

7. This area is supported by a Governor responsible for CEIAG. A senior leader has strategic responsibility for CEIAG, oversight of a CEIAG Coordinator and access to administrative support. The school has responsibility for securing its external careers guidance service with targeted input from the Local Authority for young people with SEND.
8. The senior leader oversees the structure for delivery by members of staff who have access to relevant training. This will be identified via National Up-dates on CEIAG, programme of CEIAG Activities (Careers Spreadsheets, up-dated annually) and PSHE programmes to ensure relevant staff are up-dated and can access relevant training, as required. The Senior Leader will ensure the contracted Independent guidance service is quality assured

and that the processes for quality assurance are valid, current and proven to meet the national professional standards. This information will be recorded in the Service Delivery Agreement or via other relevant recording processes.

9. The senior leader and CEIAG Coordinator will review and evaluate the quality of provision with all stakeholders including young people, the external IAG service, staff, CEIAG Governor and other external sources including evaluating the impact of provision through the school's destination measures.

CURRICULUM AND PERSONAL PROVISION

10. A planned programme of experiences with learning outcomes is in place for Year 7 to Year 13¹ enabling young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills

Elements of the above will require access to individual information advice and guidance through:

- Internal staff, external visitors and mentors
- External sources using email, telephone, web chat and forums via websites, the National Careers Service² and specialist face to face careers guidance

11. We will secure additional access to face to face external specialist careers guidance as stated in the Education Act 2011 and prioritise our vulnerable students.

RESOURCES

12. The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs
- Allocation for adequate staffing and the commissioning of expert external resources to deliver appropriate continuous professional development
- Student and staff access to information (electronic and hardcopy)
- Access space for individual, group and research sessions

PARTNERSHIPS

13. The policy recognises the range of partners that support the CEIAG offer within our school. These include:

- External providers of careers guidance and other statutory services
- Liaison with post 16 providers and higher education institutions
- Employers and training providers
- Parents and carers
- Past students
- Governors
- Others specific to our school – as outlined in the CEIAG annual programme of activity.

APPROVAL AND REPORTING MECHANISMS

¹ ACEG career and work related education framework 2012, available at http://www.thecdi.net/write/ACEG_Framework_CWRE.pdf

² National Careers Service <https://nationalcareersservice.direct.gov.uk>

14. This policy was adopted by the Governing Board on 19 March 2018. It will be well publicised and reviewed at least every three years in discussion with students, staff and external partners. Key priorities for action will be identified and included in the school improvement plan with an annual report to Governors.