

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) AND PROVIDER ACCESS POLICY

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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 the Portal and National Careers Service website.
- Information and updates on the academy's website and Twitter

2.3 Equality and Diversity

The careers education and guidance delivery satisfy 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 Learning Managers and Careers Professionals. Staff training is provided on a regular basis and updates are given in briefing or circulated via SharePoint. Staff are provided with resources to deliver lessons/form sessions. 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 Hub 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 – Named Contact

Position	Name	Title
AAB Member	Mrs P Smith	AAB Member
Named Contact Academy Leadership Team	Mrs N Taberner tabernern2@delacyacademy.org.uk 01977 722489	Assistant Principal
Operational Leader	Mrs L Grassby grassbyl@delacyacademy.org.uk 01977 722489	CEIAG Coordinator

Appendix B: Staffing

Position	Name	Title
Learning Managers	Mrs Wilcox Mr Dunwell Mrs Allington Mr Banks Mr Siddons	Student Support Y11 Student Support Y10 Student Support Y9 Student Support Y8 Student Support Y7
Curriculum Leaders	Mrs Young Mr Cassells Mrs Stainer Mrs Rawling Mr Hayward Mr Williamson Mr Windley Mrs Grassby	Head of English Head of Maths Head of Science Head of International Studies Head of Technology Head of Enrichment Head of PE Head of EPC

Appendix C: Provision of External and Independent Careers Guidance

Organisation	Name	Title
Progress Careers	Amanda Lumb Lumba2@delacyacademy.org.uk	Adviser

Appendix D: Other Formal & Informal Partnerships

Organisation	Name	Title
LEP NCOP	Andrew Potterton Sarah Cooper	Enterprise Adviser Higher Progression Officer

Appendix E: Information Resources

Organisation	Resource	Location
Progress Careers	Online Portal	Academy Website
Careers Hub / Library	Hub resources from internet, Progress Careers, and colleges.	DLA
Noticeboards	As required	DLA

Appendix F: Careers Education Plan

Year	Key Themes	CDI/PSHE Learning Aims	Careers Education Activities	Information Advice & Guidance
7	Exploring Careers and the working life.	To explore careers and career development by: <ul style="list-style-type: none"> - Raising career awareness - Identifying different kinds of work. - Investigating personal preference and potential career options. - Understand how to manage a budget - describe strengths and preferences.* - focus on positive aspects to progress and achieve. - Identify stereotyping and discrimination. - Recognise qualities and strengths. 	<ul style="list-style-type: none"> • Careers assemblies • Form time activities – Career of the Week, Employability Skills, Career specific tasks. • Careers week encounters with employers and various opportunities. • Enterprise Day – focused around student feedback from student voice. • Access to careers advisers • Apprenticeship week activities. 	1-2-1 and group guidance is available to discuss GCSE options, careers, Post 16 and 18 options.
8	Investigating Employability and raising awareness	To investigate work and employability by: <ul style="list-style-type: none"> - Recognising and developing awareness of skills. - Identifying skills and qualities needed for employability - Exploring options and career pathways. - Understanding how to manage a budget. 	<ul style="list-style-type: none"> • Careers assemblies • Form time activities - Career of the Week, Employability Skills, Career specific tasks. • Careers week encounters with employers and various opportunities. • Enterprise Day - focused around student feedback from student voice. • The Money Charity workshops • Access to careers advisers • Give Construction a go – Wakefield College. • Apprenticeship week activities. 	
9	Skills, Stereotypes, and the World of Work	To be able to identify choices and opportunities by: <ul style="list-style-type: none"> - Recognising skills that are needed for employability. - Analysing skills and qualities in the workplace. - Identifying stereotyping in the world of work. - Identifying factors that allow a job to be for life. - Be able to focus on the positive aspects of your wellbeing, progress, and achievements. - Explore the options open to you at a decision point. - Describe different explanations of what careers are and how they can be developed. - Give examples of different kinds of work and why people's satisfaction with their working lives can change - Be aware of what labour market information (LMI) is and how it can be useful to you. - Show that you can be positive, flexible, and well-prepared at transition points in your life. 	<ul style="list-style-type: none"> • Careers assemblies • Form time activities - Career of the Week, Employability Skills, Career specific tasks. • Careers week encounters with employers and various opportunities. • Access to careers advisers • University Visits • ENGIE project • Give Construction a go – Wakefield College • University Ambassador talks • Options evening with support from careers advisers • Options interviews • Subject specific opportunities e.g., Medical Marvels. • Apprenticeship week activities. 	

<p>10</p>	<p>Planning and Deciding</p>	<p>To be able to identify different pathways and choices:</p> <ul style="list-style-type: none"> - Analyse possible pathways - Begin to identify choices for post 16. - Investigate how to achieve a dream job. - Explain how to manage wellbeing, progress, and achievements - Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities - Recognise how they are changing, what they have to offer and what is important to them. - Explain key ideas about their career and career development. - Find relevant job and labour market information (LMI) and know how to use it in your career planning - Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. - Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. - Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. - Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen - Review and reflect on previous transitions to help improve for future moves in education, training, and employment. - Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent. 	<ul style="list-style-type: none"> • Careers assemblies • Form time activities - Career of the Week, Employability Skills, Career specific tasks. • Careers week encounters with employers and various opportunities. • 1 to 1 interview with careers advisers from Easter • Careers adviser drop in sessions • College Taster Days • Post 16 Market Place • University Visits • University Ambassador talks • CV Writing • WDH Trip • The Money Charity workshops • Apprenticeship week activities. 	<p>1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options.</p>
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<p>11</p>	<p>The journey to Post 16.</p>	<p>To begin to understand how to handle an interview by:</p> <ul style="list-style-type: none"> - Analysing job adverts - Investigating job applications and CVs. - Planning and delivering interviews. - Recognise how they are changing, what they have to offer and what is important to them. - Be positive about their own story and the responsibility of their own progress, achievements, and wellbeing. - Explain key ideas about their career and career development. - Find relevant job and labour market information (LMI) and know how to use it in your career planning - Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. - Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. - Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. - Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. - Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen - Review and reflect on previous transitions to help improve for future moves in education, training, and employment. - Show that they can manage their own money, understand personal finance documents, and know how to access financial support for further study and training 	<ul style="list-style-type: none"> • Careers assemblies • Form time activities - Career of the Week, Employability Skills, Career specific tasks. • Careers week encounters with employers and various opportunities. • 1 to 1 interviews with careers advisers • Careers adviser drop in sessions • Post 16 Market Place • College application day • Apprenticeship application support sessions. • University Visits • University Ambassador talks • CV Writing • Mock Interviews • Apprenticeship week activities. 	<p>1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options.</p>
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Appendix G: Student Entitlement Investing in your Future

The careers education and guidance programme at a Delta 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 a Delta 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 a Delta 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 Delta 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 influence 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 your Delta Academy if you need any more help or information.

Appendix I: Provider Entitlement.

This appendix sets out the Academy's arrangements for managing the access of providers to pupils at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

Management of provider access requests

Procedure

A provider wishing to request access should contact – *See named contact in Appendix A Telephone: Please telephone the main academy number to make contact.*

Opportunities for access

The Academy will arrange a Careers and Aspirations Day in the first term (September –December) as part of the next step planning and setting the aspirations of our students. This day is integrated into the Academy careers programme and will offer providers an opportunity to come into the Academy to speak to pupils and/or their parents/carers. Details of these can be found within this policy and the careers section of the website.

We also arrange a series of Careers Cafes held at lunchtimes. These are based on Local Market Information and Employers and Provider (if appropriate to the LMI area) will be invited / request to attend these events also.

Please speak to our Careers named contact to identify the most suitable opportunity for you.

Premises and facilities

The Academy will make space available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub, which is managed by our Careers Professionals. The Careers Hub is available to all students at lunch and break time.