



# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY MISSION STATEMENT

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## STATUTORY DUTY

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the hub are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must ensure that the independent careers guidance provided

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on a range of education or training options, including apprenticeships and technical education routes;
- is that the guidance that is given, will promote the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017, 42B came into force from January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. (See Appendix 1).

## AIM

Our aim is to enable students to develop the skills, attitudes and gain the knowledge that will help them to make career and other decisions wisely throughout their lives.

## PROVISION

The Careers Education, Information, Advice and Guidance (CEIAG) programme is a vital part of every student's education. Professional careers guidance is provided through an impartial Careers Adviser available to all students and parents. Students are encouraged to learn from experiences of work, other projects and the reviewing and recording of achievement in developing the skills they need for their future career choice and development.

## PRINCIPLE GUIDELINES

The Careers Leader is responsible for consulting with the other partners in the development, delivery and Quality Assurance of CEIAG in the college, and for ensuring the programme is up-to-date, impartial, and appropriate for the age and wide range of aspirations & abilities of the students. The Careers Leader also ensures that parents and students are made aware of their entitlement.

As a hub we have a responsibility to raise the aspirations of, and prepare students for the time they enter the wider community, either through employment or into further training and education. A key element of this preparation must come from the delivery of a coherent Careers Education, Information and Guidance (CEIAG) programme. The delivery of this programme must not only support the central aims of the school, but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community. The years spent in secondary education are no longer just concerned with the acquisition of qualifications but



are increasingly about the preparation for the world of work, awareness of transferable skills and lifelong learning.

The Careers / CEIAG programme aims are to develop the foundation skills, through a progressive programme that complies with all the hubs' policies from Year 7 to Year 11 of:

**Self – Development** – to understand themselves and the influences on them

**Career Exploration** – to investigate opportunities in learning and work.

**Career Management** – to make and adjust plans to manage change and transition

The provision and support for students will have a particular focus at specific time points, relevant to choices and decisions that need to be made. The Hub Manager is responsible for CEIAG and for ensuring that this policy is implemented, that adequate resources are available and that the tasks identified in the development plan for CEIAG are completed.

The Hub regularly seeks feedback from parents and students generally and CEIAG forms part of this evaluation. The results are reported to the proprietor as well as Senior Management.

The Hub is committed to delivering a high quality CEIAG programme and offers training to staff on a regular basis as they prepare to deliver key components of the programme.

### **Policy Review Dates**

**Review Date 05/11/2021**

**Review Date: September 2024**

**Next Review Date: September 2025**



## Appendix 1

### Principal Teachers Provider Access Policy

Reference – Department of Education – Careers Guidance and access for education and training providers – Statutory guidance for governing bodies, school leavers and school staff.

#### Introduction

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

#### Pupil entitlement

All pupils in year 8 - 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

#### Management of provider access requests

The provider wishing to request access should contact;

Kate Morgan  
Careers Leader  
Tel:- 01748 352100

Email – [kate.morgan@principalteachers.co.uk](mailto:kate.morgan@principalteachers.co.uk)

#### Opportunities for access

A number of events, integrated into the hubs careers programme, will offer providers an opportunity to come into school to speak to pupils and /or their parents/carers. Please speak to Kate Morgan, Careers Leader, to identify the most suitable opportunity for you.

#### Premises and facilities

The hub will make a private meeting room available for discussions between the provider and students, as appropriate to the activity. The hub will also make available AV and other specialist equipment to support provider presentations. This will 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 any other relevant literature to be made available to all students upon request.

## APPENDIX 2

### The Gatsby Benchmarks

1	A Stable Careers Programme	Every School and College should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	Learning from career and Labour Market Information	Every student, and their parent should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	Linking Curriculum learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help with their exploration of career opportunities, and expand their networks.
7	Encounters with Further and Higher Education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, university and the workplace.
8	Personal Guidance	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.



## APPENDIX 3

## The Careers Development Institute Framework

<b>Developing yourself through careers, employability and enterprise education</b>	<b>Learning about careers and the world of work</b>	<b>Developing your career management, employability and enterprise skills</b>	
Self- awareness	Exploring careers and careers development	Making the most of careers information, advice and guidance	
Self- determination	Investigating work and working life	Preparing for employability	
Self- improvement as a learner	Understanding business and industry	Showing initiative and enterprise	
	Investigating jobs and labour market information (LMI)	Developing personal financial capability	
	Valuing equality, diversity and inclusion	Identifying choices and opportunities	
	Learning about safe working practises and environments		Planning and deciding
			Handling applications and selection
Managing changes and transitions			



## APPENDIX 4 – STUDENT ENTITLEMENT

### Student Entitlement Statement for Careers Education, Information, Advice and Guidance at Principal Teachers Hub

#### By the time you get to the end of Year 7 you will have:

- Had opportunities to reflect on your personal qualities and the way you relate to your peers
- Begun to identify your strengths and how you can make the best use of them
- Started to find out about different career areas and qualification routes that might interest you in the future.
- Started to develop your financial management skills, including budgeting and banking and learned about rights & responsibilities at work, discrimination and stereotyping.
- Continued with your career exploration and self-development by taking part in careers sessions delivered by personal tutors. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to you in a career and rights and responsibilities at work.
- Taken part in activities to improve your career related skills.

#### By the time you get to the end of Year 8 you will have:

- Built upon the self-development skills you worked on in Year 7
- Completed research on different occupations in the world of work
- Started to find out about different routes into Apprenticeships
- Started to identify how your personal and social skills connect up in the world
- Started to become prepared for your next transition.
- Used your developing knowledge of yourself and various career pathways
- Had optional access to impartial information, advice and guidance from independent careers advisers.

#### By the time you get to the end of Year 9 you will have:

- Continued with your career exploration and self-development by taking part in careers sessions delivered through the Social Studies timetable. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to you in a career and rights and responsibilities at work.
- Completed activities to help support your choices and different career pathways
- Started to identify your personal and transferable skills to help support you through to Post - 16 to the world of work
- Completed a careers software questionnaire to identify your skills and interests related to the world of work and explore career ideas that might interest you.
- Had optional access to impartial information, advice and guidance from a professional careers advisor
- If you are looked after or have additional needs a one to one interview to discuss post 16 options.

#### By the time you get to the end of Year 10 you will have:



- Taken part in workshops with local employers. This will help you to understand the world of work and develop your employability skills such as problem solving, team work, working with budgets, creativity and innovation, presentation skills and working to deadlines.
- Continued with your career exploration and self-development by taking part in careers sessions delivered through the Social Studies timetable. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to you in a career and rights and responsibilities at work.
- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics including apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- Had the option to complete a Careers Software package to identify your abilities and aspirations, and possible career areas that might interest you.
- Used the National Careers Service website to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- Begun the process of having an individual careers guidance interview with a Professional Careers Adviser as part of your entitlement to receive impartial information, advice and guidance. This will continue in year 11.
- Received a written Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- Had additional optional access to impartial information, advice and guidance from a Professional Careers Adviser.
- If you are looked after or have additional needs a one to one interview to discuss post 16 options.

#### **By the time you get to the end of Year 11 you will have:**

- Had the opportunity to attend careers talks from visiting speakers on a variety of topics.
- Used the National Careers Service website to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- Continued with your career exploration and self-development by taking part in careers sessions delivered through the Social Studies timetable. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to you in a career and rights and responsibilities at work.
- Produced a CV and cover letter that focuses on your skills and qualities
- Had instruction on how to complete application forms for courses and vacancies.
- Been made aware of all the Post-16 Choices available to you, through presentations in assembly, invitation to Careers Fairs and Post 16 College open evenings
- Informed about the different levels of apprenticeships including the benefits of Higher Level Apprenticeships.
- Had an individual careers guidance interview with a Professional Careers Adviser as part of your entitlement to receive impartial information, advice and guidance.
- Received a written Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- Made your application for Post-16 courses through the area prospectus [www.ucasprogress.com](http://www.ucasprogress.com) following preparation sessions in school to guide you through the process.
- Had additional optional access to impartial information, advice and guidance from a Professional Careers Adviser.
- If you are looked after or have additional needs a one to one interview to discuss post 16 options. You will receive addition support to help you apply.