



Policy Document

Alkerden Church of England Academy

Careers Policy

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Careers Education Information Advice and Guidance Policy

Rationale for Careers Education Information Advice and Guidance (CEIAG)

Careers Education, Information Advice and Guidance make a major contribution to preparing students for the opportunities, responsibilities, and experiences of life, in order to help them make a successful transition to adulthood and a place of work. It includes:

- Preparing students for the opportunities, responsibilities, and experiences of life;
- Supporting students to achieve their full potential;
- Empowering students to plan and manage their own futures;
- Providing comprehensive information on all options;
- Raising aspirations;
- Promoting equality, diversity, social mobility and challenging stereotypes;
- Enabling students to sustain employability and achieve personal and economic wellbeing throughout their lives.

Intent

Alkerden Academy is committed to developing students who will flourish in their lives by providing structured learning opportunities for work-related learning and economic well-being and intends to fulfil any statutory obligations.

We aim to foster a living life in all its fullness through:

- Placing students at the heart of our community;
- Developing resilient and resourceful students;
- Adapting and applying skills for flexible life-long learners;
- Promoting an awareness of a rapidly changing global environment.

Governors and senior leaders have a key role in developing and approving school policy and practice, which is reported to the Educational Performance Committee.

The CEIAG Policy supports and is itself underpinned by a range of key school policies, particularly those relating to teaching and learning, curriculum, assessment, PSHCE (Personal, Social, Health & Citizenship Education), gifted & talented and special needs.

Implementation

The School is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. The School is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

Alkerden Academy endeavours to follow best practice guidance from the Careers profession, from other expert bodies such as Ofsted, DfE, CDI and Careers and Enterprise Company.

Alkerden Academy recognises that it has a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and from September 2013 to give all Year 8-13 students access to impartial careers information, education and guidance (1997 Education Act revised in both 2008 and 2011).

The School is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all students, and to provide extra support as required for students with additional needs.

Following the commencement of the Education (Careers Guidance in Schools) Act 2022, Alkerden Academy understands it has a statutory duty to secure independent careers guidance for pupils in school years 7 to 13.

This includes:

- information on the whole range of post-16 and post-18 education and training options, including apprenticeships and other vocational pathways. Guidance should promote the best interests of each student;
- Information on the range of pathways whilst choosing GCSE options;
- The significance of inspiring every student through real-life contacts with the world of work is emphasised;
- To meet the school's legal requirements therefore requires combining in-house arrangements with advice and guidance from independent and external sources.

The DfE published a revised Careers Guidance Strategy in December 2017, closely followed by revised statutory guidance 'Careers Guidance and Access for Education and Training Providers' in January 2018.

The latter includes a number of important developments that impose statutory obligations on schools and will inform the school developments. Specifically:

- Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The revised statutory guidance is structured around the Benchmarks: "The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties". The Government's expectation is that schools begin to work towards the Benchmarks now and should meet them by the end of 2020. [\[A summary of the Gatsby Benchmarks can be found here.\]](#)
- Schools should use 'Compass', an online self-evaluation tool, to assess how their careers support compares against the Gatsby benchmarks and the national average. Schools should baseline themselves using this tool to consider the opportunities to improve their careers programme based on their confidential results and track their progress against the Benchmarks over time.
- The Careers & Enterprise Company (CEC) will provide external support to schools by giving students more opportunities to connect with employers of all sizes, and from all sectors.
- From September 2018, every school should have a nominated Careers Leader, "who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks".
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection framework and School Inspection Handbook: "Providing an effective careers programme in line with the government's statutory guidance on careers advice that offers students: – unbiased careers advice – experience of work, and – contact with employers – to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire. Supporting readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully.
- Destination measures at ages 16 and 18 will continue to provide clear and comparable information on the success of schools in helping all of their students take qualifications that offer them the best opportunity to continue in education or training.
- The Technical and Further Education Act 2017 will take effect from 2 January 2018. Section 2 of the Act will insert a new section 42B into the Education Act 1997 and will require schools to give education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.

Entitlement

The CEIAG programme is designed to meet the needs of students of Alkerden Academy. Activities are differentiated and personalised to ensure progression in career learning and development, and to strengthen students' motivation, aspirations and attainment in line with VESPA and to develop a Vision for their future. All students are entitled to a core CEIAG programme which meets professional standards of practice, which is delivered by internally trained staff and approved external providers, and which is impartial and confidential. The programme will seek to raise aspirations, to challenge stereotyping and to promote equality and diversity.

Leadership

This area is accountable to the Full Governing Body and is supported by a link governor.

The Leader of Careers has strategic responsibility for CEIAG and leads the Careers Department with reporting to Sarah Prest (Co-Headteacher leading on personal development. Work experience is planned and implemented in discussion with Raising Standard Leaders for Year 10 and 12.

The school is responsible for securing its external careers guidance service, and currently employs an Independent Careers Guidance Adviser to deliver one-to-one careers meetings with students.

Careers are delivered through Personal Development lessons in Year R-11 and during tutor activities for Y12 and 13 as well as through targeted assemblies, drop down days and events such as careers fairs.

Members of the Sixth Form team deliver and develop progression programmes for students applying both to universities and to training/employment, with input from the Careers Department.

The Leader of Careers and Co-Headteacher leading on Personal Development will review and evaluate the provision with all stakeholders including students and the external IAG service, taking into account the school's known destination measures from Years 11, 12 and 13. An internal review of CEIAG provision is to be undertaken biennially.

Curriculum Provision

It is intended that this programme will enable the school to meet the Gatsby Benchmarks and to retain external quality approval thresholds.

There is a planned programme of learning experiences from Years 3 to 13, which is intended to enable 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;
- Make informed progression decisions;
- Experience 'employer encounters'.

These are delivered through a combination of subject-based curriculum delivery, timetable collapses with internal and external inputs, tutor-led inputs during registration time, and events organised in conjunction with external agencies.

In addition, all staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions and/or guidance are delivered by the CEIAG team, in conjunction with external providers as appropriate. Career's information in the Library as well within Microsoft Teams classrooms specific to year groups

Personal Provision

- Elements of the above will require access to individual information, advice and guidance through:
- Inputs from internal staff, external visitors and mentors, sessions by employers and training providers, and inputs to address gender bias;
- The contracting of an external, qualified, independent careers adviser;
- Planned inputs delivered by Tutors during registration periods;
- Assemblies;
- Use of external sources such as websites and other resources available through subscriptions to careers-related software, the National Careers Service, the National Apprenticeship Service, UCAS and other providers'
- Access to careers resources in the library, Team Classrooms for year groups and around the school;
- Planned visits to organisations providing progression opportunities;
- Displays around the school.

The School will secure additional access to face-to-face external specialist careers guidance as stated in the Education Act 2011 for our vulnerable students as defined by the school's governing body. Our students with EHCP's are currently given one-to-one guidance by an IAG Personal Adviser with support from teaching assistant and parents.

Gender Bias

It is recognised that in some employment sectors (and in related courses) this is an embedded national problem, but the School aims to ensure that its students are aware of such gender bias and make progression choices that are not affected by gender-based stereotypes.

Progression

- Personal guidance on progression opportunities is available for students and their parents at key progression points, specifically:
- Year 9 GCSE options – student options assembly; parents' options information evening with attendance by our independent Careers Guidance Adviser; options booklets; input in lessons; PSHE; structured support for SEN students;
- Year 11 – Assemblies on Post 16 progression options; individual guidance interviews with independent Careers Guidance Adviser; Open Day information for local educational establishments; form tutor support; relevant information and support

to parents/carers on opportunities; Messenger; displays and external inputs on apprenticeships; tracking via KCC Intended Destinations survey; 'results day' input; structured support for SEN students;

- Year 13 – ongoing input for both UCAS and non-UCAS applicants as part of the Enrichment programme; University visits; external provider 'skills' workshops on CV's and interview strategy for all students; bespoke guidance from Sixth form team and external providers on 'early applications' to Oxbridge, medical school etc.; access to our independent Careers Guidance Adviser.

Resources

Alkerden Academy will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal costs, CPD opportunities and commissioning of external sources;
- Adequate staffing for curriculum provision;
- Training of Year Teams and teaching teams as appropriate;
- Student, staff and parental access to information on request (electronic or hardcopy);
- Designated space for individual, group and research sessions.

The Careers Coordinator is responsible for the effective deployment of resources. The Careers Resource Centre is updated regularly via the addition or replacement of books, pamphlets and posters.

ICT facilities are available in the Library and IT suite. This enables students to access the available software and interactive websites. These facilities provide opportunities for research into education, training and employment.

Partnerships

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

- Formal arrangements with our external provider of careers guidance and others;
- Liaison with post-16 providers and higher education institutions;
- Liaison and joint planning with secondary schools via North Kent CIEAG Network and external CEIAG inputs, such as the National Careers Service, AIM Apprenticeships and Inspiring the Future;
- Employers and training providers;
- Parents and carers;
- Alumni.