



Careers Education Information, Advice & Guidance (CEIAG) Policy

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1 Introduction

1.1 Rationale for Careers Education Information, Advice & Guidance (CEIAG)

1.1.1 A young person's career reflects the progress that they have made in learning and work. It is part of the vision and mission of the Constellation Trust that all learners need a planned programme of activities to help them choose their 14 - 19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal wellbeing throughout their lives

1.2 Our Commitment.

1.2.1 The Constellation Trust recognises that it has a responsibility to ensure all registered students at our schools are provided with; the opportunity to access impartial IAG from our own professionally qualified careers advisors and independent careers guidance from external agencies from Year 7 to Year 13, (Education Act 1997, Section 42a). The Board of Directors also recognises that it must ensure that all careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including: apprenticeships and other technical/vocational pathways
- is guidance that the person considers will promote the best interests of the students whom it is given

1.2.2 The Trust endeavours to follow best practice guidance from the Department for Education (DfE) and other expert bodies such as; Ofsted and the Department for Business Innovation and Skills, professional bodies and published research as it is available.

1.2.3 The Trust is committed to working towards the eight Gatsby Benchmarks and a quality award for Careers Education Information, Advice & Guidance.

1.3 The Constellation Trust will meet and respond to its responsibilities under the Equality Act 2010, as set out in the Public Sector Equality Duty, April 2011.

2 Development

2.1 This policy is developed and reviewed annually in discussion with school/trust leaders, teaching and non-teaching staff, students, parents/carers and Board of Directors.

3 Links with other Policies

- 3.1 The policy for CEIAG supports and is underpinned by a range of other Trust and school/academy specific policies especially those for teaching, learning, assessment, recording and reporting achievement, citizenship, special educational needs & disability, equality & diversity, gifted & talented, looked after children and safeguarding.

4 Objectives

4.1 Students' Needs

- 4.1.1 The careers programme is designed to meet the needs of students within the Constellation Trust. Activities are differentiated and personalised to ensure progression in the students' career learning and development, and to strengthen their motivation, aspirations and attainment at the schools

4.2 Entitlement

- 4.2.1 Students are entitled to impartial and confidential CEIAG, which is person-centred, delivered by trained staff, which meets professional standards of practice. Activities will be integrated into the curriculum, based on partnership with students and their parents/carers. The programme will raise aspirations, challenge stereotypes and promote equality and diversity

5 Implementation

5.1 Management

- 5.1.1 The Careers Leader will manage the careers education programme within each individual academy, with support from Senior Leadership and is responsible to the Head of School who is responsible to the Trust CEO. CEIAG is supported by a link Governor from the Board

5.2 Staffing

- 5.2.1 All staff will be able to contribute to CEIAG through their role as tutors and curriculum subject teachers. The Careers Lead can coordinate specialist sessions that can be delivered by internal and external personnel. The Careers Lead plans, monitors and evaluates the CEIAG programme with the Senior Leadership Team. Careers information is available from the College @ Sirius at Sirius Academy West and individual school websites.

5.3 Curriculum

- 5.3.1 The careers programme includes; careers education sessions, careers guidance activities (e.g. group work and individual interview), information and research activities using the school/academy network and work-related

learning. Other focused events are arranged e.g. a further/higher education fair. Students are involved in the planning of career learning and their views will be collected using Student Voice and surveys.

5.3.2 In practical terms in addition to specific careers activities such as trips, visits and speakers, all students will:

- a) Take part in CEIAG tasks in PHSE/Life lessons
- b) Be actively involved in the Trust pledge activities (see Appendix A) which specifically include tasters which cover the Gatsby Benchmarks

5.4 **Assessment and Evaluation**

5.4.1 The intended career learning outcomes for learners are based on the Trust's careers education framework, Years 7 - 13 and will be evaluated by the Careers Leader, the Senior Leader Careers Link, as well as other key staff.

6 **Resources**

6.1 Funding is allocated in the annual budget-planning round in the context of whole school/academy priorities and particular needs in CEIAG. The Careers Lead is responsible for the effective deployment of resources

7 **Professional Development**

7.1 There are annual updates and training opportunities for all school/academy staff. There should be an annual assessment of whole school staff training or, more frequently by request. Staff training should relate to CEIAG and identified by the Careers Leader, the Senior Leader Careers Link or by individual request. Each Trust school endeavours to meet all training needs within a reasonable period of time

8 **External monitoring**

8.1 External monitoring and evaluation as part of the Humber CEC hub will regularly undertake the Compass evaluation, which is monitored by the Academy's CEC Enterprise Advisor. The Trust work with Career mark to ensure a GOLD standard careers programme is in place for all Trust students

9 **Internal contact**

Direct any enquiries relating to any procedural, access, premises or facilities to the Careers Leader attached to required premises. Details of Careers Leader for all individual Trust sites can be found via their direct website.

10 Monitoring, Review and Evaluation

- 10.1 Each school/academy analyses student destination information, feedback from students and parents/carers to inform its programme. External and Internal CEIAG providers delivering are reviewed using evaluation forms, informal feedback from students, parents/carers, staff and termly reports to the Trust Board. The school's careers education and guidance programme are reviewed annually and a report is submitted to the Head of School, the Trust Board and CEO.

11 Policy review

- 11.1 The policy is reviewed annually or when legislation/processes change

APPENDIX A

The Constellation Trust Personal Development Pathway



During your time at the Academy in addition to your academic studies, we promise to provide you with the life and employability experiences

	Year 7	Year 8	Year 9	Year 10	Year 11
Pledge 1	To regularly attend an enrichment club, intervention session or the Combined Cadet Force.	To regularly attend an enrichment club, intervention session or the Combined Cadet Force.	To regularly attend an enrichment club, intervention session or the Combined Cadet Force.	To regularly attend an enrichment club, intervention session or the Combined Cadet Force.	To regularly attend an enrichment club, intervention session or the Combined Cadet Force.
Pledge 2	To have the opportunity to meet an employer and start considering future employability.	To have the opportunity to meet an employer and start considering future employability.	To attend a Careers Fair and prepare a presentation to discuss outcomes.	To complete an individual CV, Personal Statement and/or Log-On-Move-On application.	To complete an individual CV, Personal Statement and/or Log-On-Move-On application.
Pledge 3	To participate in the STEM Sustainability and Recycling Project.	To participate in the STEM Sustainability and Recycling Project.	To access the Options Guidance and Support process available at the academy.	To receive an individual Mock Interview and/or interview with a Qualified Careers Officer.	To receive an individual Mock Interview and/or interview with a Qualified Careers Officer.
Pledge 4	To assume the role of a Leader, Ambassador or Mentor to support the academy.	To assume the role of a Leader, Ambassador or Mentor to support the academy.	To assume the role of a Leader, Ambassador or Mentor to support the academy.	To assume the role of a Leader, Ambassador or Mentor to support the academy.	To assume the role of a Leader, Ambassador or Mentor to support the academy.
Pledge 5	To complete a basic First Aid course.	To complete the Community Pledge Challenge.	To participate in the MFL European Day of Languages.	To read a book, write a review and prepare a presentation for others.	To sign up to the Prom Pledge and satisfy the required criteria for admission.
Pledge 6	To contribute to the organisation of a Charity Event to raise funds for the academy's chosen charities.	To contribute to the organisation of a Charity Event to raise funds for the academy's chosen charities.	To contribute to the organisation of a Charity Event to raise funds for the academy's chosen charities.	To contribute to the organisation of a Charity Event to raise funds for the academy's chosen charities.	To contribute to the organisation of a Charity Event to raise funds for the academy's chosen charities.
Pledge 7	To attend a trip, event or residential outside of timetabled lessons to broaden cultural horizons.	To attend a trip, event or residential outside of timetabled lessons to broaden cultural horizons.	To attend a trip, event or residential outside of timetabled lessons to broaden cultural horizons.	To attend a trip, event or residential outside of timetabled lessons to broaden cultural horizons.	To attend a trip, event or residential outside of timetabled lessons to broaden cultural horizons.
Pledge 8	To represent the academy in a competition or sporting fixture.	To represent the academy in a competition or sporting fixture.	To represent the academy in a competition or sporting fixture.	To represent the academy in a competition or sporting fixture.	To represent the academy in a competition or sporting fixture.

