



# Wellsway Multi Academy Trust CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

## Rationale and aims

This Policy highlights the importance we place on careers education information advice and guidance (CEIAG) that prepares students for challenges in their school careers and future lives. An effective CEIAG programme can help inspire and motivate young people to achieve their full potential. It can contribute to achievement and inclusion by raising aspirations, challenging stereotypes and enabling young people to make realistic and informed choices about their futures through consideration of a broad and ambitious range of education and employment options.

The aim of this Policy is to ensure that every student leaves school prepared for life in modern Britain having received the high quality independent careers guidance crucial to helping them emerge from school inspired, motivated, well-informed, fully-rounded and ready for their next steps towards or into the world of work.

It is the intention of this document to outline the Policy and content requirements for CEIAG which will be applied in every school via their own individual procedures and responsibilities for delivery. Each school will provide a CEIAG strategy which is reviewed and evaluated annually.

## References and sources of information

- DfE (Jan 2018) [Careers Guidance and access for education and training providers: Statutory guidance for governing bodies school leaders and school staff](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)  
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- <http://www.qualityincareers.org.uk/>
- NFER Careers engagement : a good practice brief for leaders of schools and colleges
- DfE (December 2017) [Careers Strategy: Making the most of everyone's skills and talents](https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)  
<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

- Holman, J. (2014) [Good career Guidance. London :Gatsby Charitable Foundation](http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf)  
<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>
- [The Career & Enterprise Company](https://www.careersandenterprise.co.uk) <https://www.careersandenterprise.co.uk>

## Statutory Duty

The governing body will ensure that all registered students at the school 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 the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

It is also required by law that all schools and academies ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

Each school will prepare a policy statement setting out the circumstances in which education and training providers will be given access to students, and to ensure that this is followed. The policy statement must be published and must include:

- any procedural requirement in relation to requests for access;
- grounds for granting and refusing requests for access;
- details of premises or facilities to be provided to a person who is given access.

The statutory guidance has been updated to expand on the aim set out in the government's career strategy<sup>1</sup> to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. To achieve this aim, the careers strategy (DfE Jan 2018) sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The Gatsby Benchmarks are not a statutory framework but by adopting them we can be confident that we are fulfilling our legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.

All schools have details plans that work towards the Benchmarks meeting them by the end of 2020. Every school has a named 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 name and contact details of the Careers Leader is published on the school

website. The website of the government support organisation [The Careers & Enterprise Company](#) has details of the roles and expectations of the Careers Leader

Wellsway Multi Academy Trust schools will baseline themselves using the compass online tool<sup>1</sup>, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

<sup>2</sup> <http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

<sup>1</sup> <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

## The Gatsby Benchmarks\*

<p><b>1. A stable careers programme</b></p>	<p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, 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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</li> </ul>

		<ul style="list-style-type: none"> <li>• All students should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• <b>Every year</b>, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	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, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</li> </ul>

		<ul style="list-style-type: none"> <li>By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	<p>Every school must ensure that students are provided with independent careers guidance from years 8 to year 13.</p> <p>Every student should have opportunities for guidance interviews with a career 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.</p>	<ul style="list-style-type: none"> <li>Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18</li> </ul>

\*See [Careers guidance and access for education training providers Jan 2018](#) for guidance notes and details of each benchmark

\*\*Advisors trained to Level 6 or higher must abide by the CDI code of ethics which includes impartiality

## **The role of the governing body**

The governing body provides clear advice and guidance to the Principal via this policy which has been developed in line with the Gatsby Benchmarks. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

## **Monitoring, Evaluation and Review**

Each school will measure the effectiveness of their careers activity annually by considering both the attainment and destinations of their students. Success will be reflected in improving numbers progressing to apprenticeships, universities – including selective universities, traineeships and other positive destinations such as apprenticeships, technical routes, sixth forms, further education colleges, universities and employment. Destination measures 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. Success will also be reflected in closing the gap in destinations between young people from disadvantaged backgrounds and others. Each school will assess success through use of internal destination measures and the data produced and published by the DfE.

Ofsted inspectors will take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and a separate judgement on the Sixth Form.

[The Careers & Enterprise Company](#) (CEC) established by the Government is available to provide support to schools -

All schools will work towards a quality award for careers education, information advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. Each school will use the national validation, the 'Quality in Careers Standard' to determine the appropriate quality award to pursue and this will be identified in the School's CEIAG strategy.

Each school will monitor and evaluate the activity taking place whether it involves school or WMAT staff, volunteers or external providers.

The Vice Principal/Director of Learning or equivalent will report annually to the AGC on the effectiveness of the CEIAG strategy.

## Annex A Example of a policy statement on provider access

[School Name]: Provider Access Policy

### 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 years 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

#### Procedure

A provider wishing to request access should contact [Name], [Job title], Telephone: [Telephone Number]; Email: [Email address]

#### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

This could be integrated into a wider careers plan or strategy for the school.

	Autumn Term	Spring Term	Summer Term
Year 8	Event for University Technical Colleges and Studio schools	Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group opportunities
Year 9	Event for University Technical Colleges and studio schools	KS4 options event	
Year 10	Life Skills – work experience preparation sessions		Life skills – assembly and tutor group opportunities
Year 11	Life Skills – assembly on opportunities at 16 Event for University Technical Colleges	Post-16 evening Post-16 taster sessions	
Year 12	Higher Education Fair Post-18 assembly - apprenticeships	Small group sessions: future education, training and employment options	Small group sessions: future education, training and employment options
Year 13	Workshops – HE and higher apprenticeship applications		

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

### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

### **Approval and review**

Approved *[date]* by Governors

Next review: *[date]*

Signed: *[name]* Chair of Governors

*[name]* Head teacher