



GUILSBOROUGH ACADEMY CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY INCLUDING WORK RELATED LEARNING

Policy Name	Careers Education, Information, Advice and Guidance
Owner	Head of Enterprise and Life Skills, Principal
Committee	Standards & Curriculum
Statutory	No
Trustees to ratify and review	

Date Ratified	Review Date
July 2022	July 2023

Purpose

GUILSBOROUGH is an 11-18 Converter Academy, situated in a village to the northwest of Northampton. The school is highly regarded in the local community and has a history of links with industry, both local and in the surrounding towns.

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of GUILSBOROUGH Academy’s tutorial programme and whole school drop down days, which is delivered by tutors with support where appropriate from the Head of Enterprise and Life Skills, and an independent Careers Advisor, who is an impartial qualified deliverer of guidance. Particular emphasis is placed on making effective career decisions in Years 9 – 12. However, year 8 and year 13 students have a bespoke scheme of learning related to preparation for selecting GCSE choices and preparing for post-18 options respectively.

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school’s aims of working closely with employers, Higher Education institutions and Southeast Midlands Local Enterprise Partnership (SEMLEP) and supporting students in the life-time experience of learning.

We have strong and effective pastoral and tutorial systems which provide the means to ensure students receive support and guidance at crucial transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it from appropriate agencies. We ensure that all pupils in year 10, 11 and 12 have bespoke 1:1 career coaching sessions with an independent L6 Careers Advisor in order to prepare students at the earliest stages of the decision making process.



Aims and Objectives

The programmes are designed to be progressive from Year 7 to Year 13 and support students in making 14-19 choices.

At Guilborough Academy, we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Through CEIAG pupils will be encouraged to make the most of their skills, abilities and interests in order to go on to jobs or courses that are best suited to them as individuals. Students can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them. The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the “Gatsby Benchmarks” (See Appendix 1)

- To enable all students to develop the self- knowledge and skills that they need to empower them to plan and manage their own futures
- To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.
- To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
- To actively promote equality of opportunity and to challenge stereotypes
- To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.

Related Policies

CEIAG is underpinned by all of the current policies held within the academy. These include:

- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities Evaluation
- Staff Development

Guilborough Academy endeavours to follow the Careers Enterprise and Employability Framework – CDI 2018 and other relevant guidance from the DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for careers guidance published in January 2018 (which replaces the guidance released in March 2015 and updated in April 2017). More updates were added in July 2021.

Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 8-13. Careers guidance secured under the new duty must:

- be presented in an impartial manner



- include information on the full range of post-16 education or training options, including Apprenticeships
- promote the best interests of the pupils to whom it is given.

Since 2 January 2018, educators and training providers of approved technical education qualifications and apprenticeships must be given access to all pupils in year 8 to year 13 to inform them of courses and qualifications as alternatives to academic and school based routes. In practice, Guilborough Academy promotes and encourages access to such providers through our whole school drop down days and through direct referral from our independent careers advisor. Local further and higher education providers are invited in and deliver assemblies and tutorial material for our students to make informed decisions based on unbiased advice and guidance, in line with the Baker Clause. [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](#)

Additional Careers Events are organised on behalf of the Academy by “ProActive Education”, under our contract arrangement with them. www.proactiveyoungpeoplecic.co.uk

Organisation

Guilborough Academy is a highly successful 11 - 18 academy converter serving a predominantly rural area. It serves its local catchment area and students are bused in from a large number of local villages covering a wide geographical area.

Form tutors have pastoral responsibilities to their assigned tutor group. The tutor and head of year are the first and second point of contact respectively for all parents/carers. Student voice is well-developed in the school through Life Skills lessons, and active School Council and through ongoing feedback from dropdown day activities. Learning Walks take place termly, covering the full range of Tutor sessions to ensure that the weekly schedule of activities is followed and is high quality.

The proportion of students with special educational needs supported at school action level and those with special educational needs supported at school action with a statement of special educational needs is lower than national averages. The proportion eligible for the pupil premium is also below national average.

Guilborough Academy is perceived as offering a nurturing and safe environment, supported by its' shared sense of community. It provides pastoral care to a variety of students' additional needs, such as those who are looked after, to overcome the additional challenges encountered by students who are living with disadvantage. Guilborough Academy is tenacious in its efforts to ensure those from disadvantaged background or SEND pupils have access to the same opportunities as those pupils that do not face the same barriers.

The careers programme aims to support the school ethos of 'learning without limits'. Our ethos is underpinned by four key values - Aspiration, Respect, Learning and Global Citizenship.

Guilborough Academy has a commitment to CEIAG provision, recognising the importance of supporting students to plan appropriately for life beyond the academy. It continues to encourage pupils' gaining experiences of the workplace and employs a Fully Qualified external Careers Adviser through the Matrix Accredited Careers Company, All Together



<http://thealltogether.co.uk> . Guilborough Academy reflects this commitment by inclusion of careers information on both the school website and prospectus.

Equal opportunities

Guilborough Academy is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Tutor time will be used from Year 7 through to year 13 to ensure that work-related stereotypes are challenged from the earliest opportunity. Every two weeks an entire Tutor Period is devoted to Careers through the “Job of the Fortnight” initiative. This is prepared and coordinated by the Head of Life Skills and Enterprise.

Management

The Head of Life Skills and Enterprise oversees the Life Skills teachers and careers adviser who coordinates the CEIAG programme and Life Skills (PSHE) provision. The Head of Enterprise and Life Skills coordinates CEIAG and the work of the independent Careers Advisor who holds careers advice and guidance appointments for all year 10, 11 and 12 students and other students who have been either referred or self-referred. In addition, the careers advisor supports Work Related Learning Events through Guilborough Academy’s whole school drop down days.

Careers guidance is supported through the Life Skills (PSHE) curriculum and by the work form tutors do in tutorial time. All teaching staff are encouraged to contribute towards supporting pupils to understand the careers opportunities available within their subjects, helping the school to uphold Gatsby Benchmark 4. Tutors also support CEIAG at key points in each pupils’ pathway e.g. support during selection of KS4 options and UCAS Progress. In addition, year 12 students complete a period of Work Experience to support their Career Education.

In addition, Guilborough Academy is committed to providing Work Related Learning opportunities through a range of live enterprise style activities delivered by both employers and other external providers during our whole school drop down days. Curriculum areas also hold workshops delivered by industry experts throughout the year to provide further work-related learning opportunities for pupils. In addition the entire SLT supports the SEMLEP Enterprise Adviser initiative which contributes to the programme through the independent Careers Advisor.

Work Related Learning is designed to:

- Increase the commitment to learning, motivation and self-confidence of students
- Develop career awareness and the ability to benefit from impartial and informed information and guidance
- Support active citizenship



- Improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work.
- Encourage positive attitudes to lifelong learning.

Every two weeks an entire Tutor Period is devoted to Careers through the “Job of the Fortnight” initiative. In addition, a new “Careers Champion” has been established in each subject area to promote subject specific careers and to embed careers education into programmes of learning across the Academy.

Role of the Head of Careers and Life Skills

In line with current statutory guidance, Guilborough Academy has appointed a Careers Leader whose role is to assist young people's career learning, planning and development by leading and managing the development of careers education, information and guidance (CEIAG) programme. The Careers Leader advises the Senior Leadership Team and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

Key accountabilities:

- To support the development of effective and continually improving careers education, careers information and careers guidance for young people.
- To supports students and parents/carers through the delivery of high-quality careers guidance.
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development.
- To select and provide curriculum resources, activities and services to meet young people's career needs.
- To ensure continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance.
- To ensure the school meets the 8 Gatsby Benchmarks by the end of 2021

Guilborough Academy has followed guidance produced by the Career Development Institute (CDI) in their briefing document ‘Careers Leaders in Schools’ which can be accessed here:

[http://www.thecdi.net/write/Careers Leaders in Schools CDI January 2017.pdf](http://www.thecdi.net/write/Careers_Leaders_in_Schools_CDI_January_2017.pdf)

Student Entitlement

Entitlement will reflect the provision in place to support students in making realistic and informed decisions. It will outline the focus for each year group. This entitlement is provided in electronic format on the school website and on the Microsoft Teams careers area. Parents/Carers will also have access to the entitlement from these formats.

Resources

Funding is allocated in the annual budget. The Head of Enterprise and Life Skills is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the staff Teams area. Students have access to regular careers information, advice and guidance made available on Microsoft Teams.



Information and Implementation

i) Careers resources

- A dedicated careers hub located within the school learning resource centre
- Electronic information surrounding options, pathways,

ii) Independent Careers Advisor

- available to all students during lunchtime drop-in sessions 3 days a week
- used for individual interviews with year 10 and 12 pupils throughout the year
- available through self, tutor, parent /carer or teacher referral
- available at options evenings, careers events and parents evenings

iii) Parents Evenings

- Careers Advisor and Head of Enterprise and Life Skills are available at Parents' Evenings and Open Evenings for Years 10-13 and Options Evenings for Year 8

iv) IT a range of digital resources are also available:

- School website
- Microsoft Teams Virtual Careers Library
- National Careers Service
- Careers platform (Formerly Fast Tomato, now Morrisby Careers)

(Fast Tomato/Morrisby is a career and next steps exploration platform with carefully curated and age-appropriate guidance offered to students of all key stages. Students complete a questionnaire which tailors the platform to their current skills, aspirations and interests. The platform provides a reporting tool to monitor usage and allows the careers advisor to record interview notes and direct students to further learning. The platform is being rolled out to all students after a successful pilot in key stage 3.)

Partnership Working

A partnership agreement is on-going with All Together Careers Service, detailing the contributions to the programme that each will make. Guilborough Academy purchases 3 days per week from the service in order to provide a L6 qualified impartial and independent level of guidance to our students. Guilborough Academy also work in partnership with SEMLEP, and a number of external careers education providers.

Parents and Carers

Parental and carer involvement is encouraged at all stages of the CEIAG programme. We run an annual futures conference/careers fair to facilitate student and parent learning of next steps and pathways. Online resources located on the school website have been specifically tailored to parents and carers. All online resources are accessed through links on the school website. Parents/carers are kept up to date with careers related information



through letters, newsletters and at open evenings. Parents and carers are welcome at careers interviews and where appropriate they are invited.

Quality Assurance

Guilborough Academy completes the Careers and Enterprise Company's Compass Tool on a six-monthly basis to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty.

Guilborough Academy is currently working towards accreditation of CEIAG by revalidating its Quality in Careers Standard award, provided by Career Mark to quality assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both to themselves and the working world and to make good choices that are successful for them. Using Career Mark will enable Guilborough Academy to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective.

Monitoring, Review and Evaluation

Teaching of CEIAG scheme of learning and the CDI defined learning outcomes are monitored and evaluated by the Head of Enterprise and Life Skills through observation of tutor sessions and drop-down day workshops. Routine termly checking and QA of careers coaching sessions are also undertaken to ensure all CEIAG activities are in line with the school policies.

Schemes of learning are reviewed annually by the Head of Careers and Life Skills in liaison with the tutors, careers advisors and student feedback to ensure that the objectives are suitable to meet the outcomes.

The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG.

Student destinations will be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

A new feedback and evaluation questionnaire will be completed after each drop down day by parents, pupils and delivery staff to ensure reflection and learning from the outcomes of each CEIAG activity. The new feedback questionnaire is now embedded in practice.

Impact

The careers programme is evaluated through:

- Analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment.



- Surveys of students in the school and through exit surveys towards the end of Year 11 and Year 13 as well as feedback from events/experiences throughout the year.
- Feedback from students who have used the services of the independent careers adviser
- Feedback from employers
- Feedback from career events – digital whole school questionnaire
- Feedback from parents on school website
- Monitoring and reporting to SLT and the governors twice a year

Consultation, Dissemination and Review

Careers Education is monitored and evaluated annually in collaboration with Career Mark, a licensed awarding body for the National Quality in Careers Standard. Guilborough Academy currently holds this standard and is striving towards achieving the gold award. Careers Guidance is monitored and evaluated with the independent Careers Adviser on a termly basis to ensure that the provision is meeting the needs of the students.

The programme is reviewed annually by the Assistant Principal. Changes and improvements to the programme feed into the CEIAG action plan along with timescales for completion.

When reviewing the programme, the Academy Improvement Plan (AIP) is used to ensure that the CEIAG programme is fully supporting whole school aims.

All staff are made aware of the CEIAG Policy and their role in supporting it.

This policy will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.



Appendix 1

The Gatsby Benchmarks:

1 A stable careers programme

An embedded programme of careers education and guidance that is known and understood by pupils, parents/carers, teachers, governors and employers.

2 Learning from career and labour market information

Every student, and their parents/carers, should have access to good quality information about future study options and labour market opportunities. They will have the support of an informed adviser to make the best use of the available information.

3 Addressing the needs of each pupil

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The 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 could 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 their exploration of career opportunities and to 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, universities and in the workplace.

8 Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.