



GUILSBOROUGH ACADEMY CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Policy Name	Careers Education, Information, Advice and Guidance
Owner	Director of Careers, Principal
Committee	Standards & Curriculum
Statutory	No
Authorisation	FULL BOARD TRUSTEES to ratify

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Vision

Guilborough Academy's vision for Careers Education, Information, Advice and Guidance (CEIAG) is for all students to understand themselves and the opportunities available to them in order that they may access appropriate and ambitious 'best next steps'.



CEIAG helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims to provide an outstanding education for our students, delivering the very best in teaching, learning and leadership. Effective CEIAG underpins our ethos of "Learning without Limits".

Aims and Objectives

The CEIAG programme is designed to be progressive from Year 7 to Year 13 and support students in making appropriate choices at all key transition points.

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.

Guilborough Academy aims to provide good quality, impartial careers education based around the principles of developing employability skills and the "Gatsby Benchmarks" (See *Appendix 1*)

We aim:

- To empower all students to develop the self- knowledge and skills that they need to plan and manage their own futures
- For CEIAG to be an integral part of the curriculum and to contribute to the school's 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 advice and guidance 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 develop and maintain positive links with the local community and employers

Related Policies

CEIAG is underpinned by many other policies held within the academy. These include:

- Provider Access Policy
- 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 2023 (which is the most recent update of the guidance released in March 2015 and updated in April 2017, January 2018 and July 2021).



Equal opportunities

Guilborough Academy is keen to promote equal opportunities and 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 equity of opportunity, taking into consideration any adjustments required to support individual needs and/or aspirations; 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.

Guilborough Academy's pastoral and tutorial systems 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 a Careers Advisor qualified to L6 and ensure we prioritise access for students with additional needs or from disadvantaged backgrounds.

Management

The Director of Careers is responsible for the overall CEIAG programme for Guilborough Academy and reports directly to the Assistant Principal: Sixth Form and Careers. They work closely with the Head of Life Skills and Enterprise who oversees the Life Skills teachers and PSHE provision. The Director of Careers also oversees the work of a Level 6-qualified Careers Advisor. For 2024-25, we have a Service Level Agreement with Leicestershire Education Business Company.

Role of the Director of Careers

In line with current statutory guidance, Guilborough Academy has appointed a Director of Careers as Careers Leader whose role is to assist young people's career learning, planning and development by leading and managing the development of the careers education, information, advice and guidance (CEIAG) programme. The Director of Careers advises the Senior Leadership Team and trustees, 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 CEIAG for young people.
- To support 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 CEIAG.
- To ensure the school meets the 8 Gatsby Benchmarks



- To work towards re-accreditation of the Quality in Careers Standard by the end of Academic Year 2024-5

Provision

CEIAG is an integral part of Guilborough Academy's tutorial programme and whole school "Life Skills" days, which is delivered by tutors with support where appropriate from the Director of Careers, Head of Enterprise and Life Skills, independent Careers Advisor and / or external partners where appropriate.

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. Tutors also support CEIAG at key points in each pupil's' pathway e.g. support during selection of KS4 options, and identification of and applications to Post-16 and Post-18 providers. In addition, year 10 and year 12 students are given the opportunity to complete a week of Work Experience within the school calendar, to complement internal CEIAG and workplace experience opportunities.

Guilborough Academy is committed to providing CEIAG opportunities through a range of trips, workshops, guest speakers and careers events.

These events are 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.

Resources

Funding is allocated in the annual budget. The Director of Careers is responsible for the effective deployment and preparation of resources.

i) Careers resources

- A dedicated careers hub located within A block
- Electronic information hosted on the school website and regularly communicated with students and parents via email / newsletters

ii) L6 Qualified Careers Advisor

- available to all students during lunchtime drop-in sessions
- 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 results days



iii) Unifrog

- all students and staff have accounts and communication is regularly sent encouraging engagement
- base of resources for tutor times as well as for independent student access
- easy logging of student activity towards Gatsby benchmarks

Partnership Working

Guilborough Academy works in partnership with the South Midlands Careers Hub. Through them we also have an Industry Partner / Enterprise Advisor connected to us – Wendy Ingram, engineer with EasyJet. We have established both formal and informal relationships with a number of local businesses and employers to support our CEIAG programme and are committed to increasing engagement with reference to Local Labour Market Information.

Parents and Carers

Parental and carer involvement is encouraged at all stages of the CEIAG programme.

Online resources located on the school website have been specifically tailored to parents and carers. Parents/carers are kept up to date with careers related information through letters and newsletters. 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 termly basis in liaison with our Careers Consultant from South Midlands Careers Hub to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty.

Guilborough Academy is currently working towards accreditation of its CEIAG programme by applying for the Quality in Careers Standard award. The 'Commitment' stage was confirmed and certified on 5th July 2024. We aim to achieve the award by July 2025.

In addition, the academy is committed to continuous improvement of the CEIAG programme. To this end, we are using the Careers and Enterprise Company's "Careers Impact Maturity Model" to aid senior leaders in understanding the successes of the existing programme and where it could be further strengthened.

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 Life Skills lessons in KS3 and tutor sessions in all key stages. Schemes of learning are reviewed annually by the Head of Enterprise and Life Skills and Director of Careers in liaison with the tutors, Careers Advisor and student feedback.



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.

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 (via the Compass+ Future Skills Questionnaire and Unifrog intention tools) 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 all stakeholders including students, parents, employers, visitors and external providers
- Monitoring and reporting to SLT and the trustees.

Consultation, Dissemination and Review

Careers Guidance is monitored and evaluated with the independent Careers Advisor 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

NB Revisions to the benchmarks were published by The Gatsby Foundation in November 2024. The below benchmarks are the original statements. The policy will be updated with the new ones at such time as it is confirmed that they are a statutory expectation. The above policy has been reviewed to ensure it will meet the strengthened requirements.

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.