

Archbishop Sentamu Academy

Careers Education, Information, Advice and Guidance (CEIAG) Policy

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1. Our Vision

Through Christian principles, we aim to lead and support the regeneration of our local community by bringing transformational opportunities to our students and their families.

Archbishop Sentamu Academy is committed to helping young people live their lives to the full, so that they can become fulfilled individuals with a sense of their place in and responsibility towards their community.

The Academy fosters and cares for all students individually, to bring out their potential and show them ways to success they may never have considered before. We create an environment that encourages a love of learning and engenders self-esteem, self-reliance and respect for others, pride in achievement and excellence in work, appearance, courtesy and behaviour.

We believe in boosting an individual student's capacity to achieve, whatever his or her ability or talent. Our vision is to ensure we provide the resources, tools, learning environment, support and encouragement to enable all students to achieve to their very best potential and to become confident, articulate, healthy and responsible young men and women who can make a positive difference when they go into the world.

Careers education, information, advice and guidance (CEIAG) plays an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at the Academy and beyond. The Academy works consciously to prevent all forms of stereotyping, ensuring that all students consider the widest possible range of careers.

2. What is Careers Education, Information, Advice and Guidance (CEIAG)?

"Careers guidance describes activities which support individuals to learn about education and employment and plan for their future lives, learning and work. These activities contribute to social mobility, help people to discover and access opportunities that might exist outside of their immediate networks. They also encourage individuals to challenge their pre-existing assumptions about what they are capable of and to develop practical strategies to operationalize their aspirations." *Advancing ambitions: The role of career guidance in supporting social mobility (The Sutton Trust & University of Derby, Oct 2014).*

"Careers guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information provision, assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes, work search programmes, and transition services." OECD 2004.

3. What are our Statutory Duties?

The Academy has a statutory duty under the Education Act 2011 to ensure that all pupils in Year 8-13 are provided with independent and impartial careers guidance. By law, the careers guidance provided must:

- Be presented in an impartial manner (ie. showing no bias towards a particular education or work option)
- Include information on the full range of education and training options including apprenticeships
- Always promote the best interests of the pupils

The Academy's Careers Adviser provides impartial careers guidance by providing information and advice on the full range of options. Connexions Careers Advisers visit the Academy regularly and provide students with the opportunity to see an adviser independent from the Academy if they wish.

The Academy's CEIAG programme puts the interests of our students first by providing them with the skills and information they need to be able to make informed career choices. The provision of high quality, impartial CEIAG leads to improved achievement, higher retention rates and better outcomes for young people.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This is known as the Baker Clause. This new law requires schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. A policy statement regarding provider access can be found in Appendix 1.

From September 2018 every school should appoint a named person to the role of Careers Leader to lead the careers programme. The Careers Leader for the Academy is Miss K Johnson, Email: johnson.k3@sentamuacademy.org, Telephone: 01482 781912, Address: Archbishop Sentamu Academy, 1 Bilton Grove, Hull HU9 5YB

The Gatsby Benchmarks

Every school should use the Gatsby Benchmarks to improve careers provision. It is recommended that schools should meet these by the end of 2020. The Academy is fully committed to working towards these benchmarks.

The Gatsby Benchmarks		
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parent, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and labour market to inform their own decisions on study options.

	options and labour market opportunities. They will need the support of an informed advisor to make best use of the available information	<ul style="list-style-type: none"> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	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 career programme should embed equality and diversity considerations throughout	<ul style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. School's should keep a systematic records of individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subject for a wide range of future career paths	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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 can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>* A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what takes place to be successful in the workplace.</p>

<p>6. Experiences of workplaces</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupils should have at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupils should have had one further such experience, additional to any part-time jobs they may have.
<p>7. Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil 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 pupils. • By the age of 18, al pupils who are considering applying for university should have had at least two visits to meet staff and pupils. <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>
<p>8. Personal guidance</p>	<p>Every student should have the opportunities for guidance interview with a career advisor, 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"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

4. The CEIAG Programme 2018/19

Year 7 – Self Awareness. The focus is on helping students consider why a career is important and understanding how they learn about themselves by identifying strengths and weaknesses. These objectives are met by students completing various activities during three PSHE lessons.

Year 8 – Option Choice, LMI and STEM careers. This year the focus is on GCSE Option Choice and how to make effective decisions. Students will learn how to make an informed choice regarding their GCSEs and begin to see the link between GCSEs and their future career. Students will look at sources of labour market information which will help them with the decision making process. Students also explore STEM careers and consider what skills would be required to work in these jobs. These objectives are met by students taking part in various activities during three PSHE lessons. An Options Choice evening is held in March.

Year 9 – Stereotyping and Career Planning. This year focuses on encouraging students to consider the widest possible range of careers and to aim high. Staff actively challenge all forms of stereotyping and encourage students to have high aspirations. Students will also learn how to plan for their future career by looking at where they are now, where they want to be in the future and how to get there. Three PSHE lessons cover these topics.

Year 10 – Employability Skills and Options at 16. Students take part in a range of activities to boost their employability skills. Three PSHE lessons cover CV's, Interview Skills and Making Applications. Students are introduced to the Hull and East Riding Careers Gateway website and given information on their post-16 options during Enrichment Week. Students go on Work Experience for one week to gain an insight into the world of work.

Year 11 – Decision Making and Implementing Plans. Students are supported to review their career decisions and make applications. Students apply for a range of opportunities ie. 6th Form, College and Apprenticeships during PSHE. All students in Year 11 have a careers guidance interview with either the Academy's Careers Adviser or a Careers Adviser from Connexions. The Academy employs their own dedicated careers professional and also contract additional independent guidance services from Connexions (Hull City Council). All advice and guidance is impartial and students are made aware of the full range of opportunities available to them. Students are encouraged to attend college and apprenticeship open events. Prospectuses are available in tutor rooms and in the library.

Year 12 and 13 – Options at 18. Students take part in various activities on higher education, apprenticeships and employment. Talks, visits and workshops take place throughout the year. Students are offered a careers guidance interview to discuss their aspirations for the future. Students are given help with completing university and apprenticeship applications.

Additional Careers Events

NCOP / Force Activities - The National Collaborative Outreach Programme (NCOP) aims to support young people to progress into higher education. It will run until 2019-20. Activities are designed to support attainment, increase awareness of higher education and routes into it and support aspirations for career progression. Various activities have taken place with students at the Academy including:-

- Year 9 Careers Insight Project – all students discuss their career plans with a Careers Adviser and find out more about the options available to them.
- Medical Mavericks – to inspire and raise aspirations of students interested in science.
- Fix Up – helps to motivate students for their future.
- Resilience Training – mental toughness programme to support student attainment and develop aspirations.

- Journalism Talk – a discussion about careers in journalism to Year 10 students.

Careers Drop-In Sessions and Careers Information - All students have access to the Academy's Careers Adviser in the Library every break time (except Wednesday). Careers resources including prospectuses on the full range of opportunities are also available in the library which any student can access during break time and lunch.

Barclays Lifeskills – Some of the PSHE activities are part of the Barclays Lifeskills programme. The aim of the programme is to inspire young people to get the skills they need for a better future.

Parents Evenings – The Academy's Careers Adviser is available at every parents evening including options evenings to give information, advice and guidance to students and their parent(s) / carer (s).

Careers in the Classroom – Careers education is embedded into the curriculum. Subject teachers promote careers in their lessons and employers link in with subject leaders to support activities throughout the year.

Employer Visits / Events – employers are invited to the Academy to offer students advice on a range of careers throughout the year.

STEM – a range of activities take place promoting careers in science, technology, engineering and maths.

Results Days – the Academy's Careers Adviser is available on A Level and GCSE results days to offer advice and guidance to students. The Careers Adviser is also available during the Summer holidays for any student who needs advice and support.

5. Staffing and Roles

Careers Leader: Miss K Johnson

Strong leadership ensures that students can overcome barriers to success and do what it takes to fulfil their potential. All staff at the Academy encourage students to be the best they can possibly be and help to raise the aspirations of students. All staff have a role to play in advising, supporting and guiding students.

The governors and senior leadership team ensures that the Academy meets its statutory requirements for the delivery of CEIAG. Mrs S Teal is the Academy Governor linked to CEIAG.

Miss K Johnson is the senior leader responsible for Year 10 progress and CEIAG at the Academy and is also responsible for business, enterprise and for organising work experience.

Miss L Dales (IAG Co-ordinator) is a Level 6 qualified Careers Adviser who sees students for careers guidance interviews, is responsible for post-16 applications, helps to plan and deliver the CEIAG programme and is also responsible for KS4 destinations.

Mrs C Ager (Head of PSHE) is responsible for developing and co-ordinating the PSHE programme.

Mrs K Hill (Head of 6th Form) is the senior leader responsible for CEIAG in the 6th form and KS5 destinations.

Dr S Mitchell is responsible for UCAS applications and Aim Higher Coordinator (H.E)

Mrs J Palin is responsible NCOP / Force initiatives.

Connexions Careers Advisers come in twice a week to see students for careers guidance meetings. They also support students who are at risk of not participating and attend SEND meetings as required. Any student can request to see one of the Connexions Careers Advisers if they want to speak to an adviser who is independent from the Academy. This is a statutory requirement.

All staff at the Academy have a responsibility for the wellbeing of students and to give them appropriate support in particular Heads of House, Form Tutors, Subject Teachers and Student Liaison Officers.

The training and development needs of staff involved in co-ordinating and delivering CEIAG are identified and met through a continuing professional development programme. The IAG Co-ordinator is a member of the Career Development Institute (CDI) which is the professional body for Careers Advisers. The IAG Co-ordinator attends relevant training and development opportunities including area-wide CEIAG meetings run by the Local Authority and also regularly attends provider sessions to keep up-to-date with any changes in provision and LMI. Relevant information is disseminated to key staff at the Academy.

6. Links with Employers and Providers

The Academy works closely with local employers, colleges, universities and training providers. We have strong links with many organisations. We encourage all students to have high aspirations and consider a broad and exciting range of careers. We believe that real-life contacts are key in helping students understand the world of work and also understand where different choices can take them in the future.

“Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future.” *DfE Careers Strategy (Dec 2017)*

Year 10 students go on Work Experience for one week. This experience helps our students gain an insight into the world of work. Work experience gives a more realistic idea of the workplace. Work experience opens students' eyes to the realities of the workplace: the need to dress and behave in the expected way, to arrive punctually and follow instructions accurately.

'Careers in the Classroom' - employers are invited into the Academy to link in with subject leaders and support lessons when required. Teachers also have access to the 'Careers in the Classroom' resources on the Careers Gateway website. Linking curriculum learning to careers boosts achievement as it helps students to see the importance of their subjects to future careers.

Employers regularly visit the Academy to speak to students during lunch and at other times.

Students are encouraged to attend Open Events at colleges and training providers.

A policy statement regarding provider access can be found in Appendix 1.

7. Destinations and Evaluation

There are many key performance indicators and one that measures the effectiveness of the Academy's careers and inspiration activity is the destinations of our students.

Destination measures show the percentage of students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 or key stage 5 studies. Immediate destinations are compiled by the Academy with the Hull City Council.

Sustained destinations are compiled by the Department for Education. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4 or 5.

All students are followed up when they leave the Academy to ensure they progress to a positive destination. Any student at risk of not participating in a positive post-16 destination or who may find the transition difficult are targeted for extra support and are closely monitored and followed up early by the Academy's Careers Adviser. Students will be seen as often as they need in order to support them to make the right choices for the future.

The Academy has a strong track record of success as demonstrated by its consistently outstanding destinations:

Year 11 Destinations

Number Surveyed	TOTAL INTO LEARNING	TOTAL NOT ENGAGED	Number Surveyed	Total Into Learning	Total Not Participating	Number Surveyed	TOTAL INTO LEARNING	TOTAL NOT ENGAGED
2015			2016			2017		
217	216	1	243	240	3	246	243	3
	99.5%	0.5%		98.8%	1.2%		98.8%	1.2%

Last year, 98.8% of Year 11's progressed into learning. This figure compares very favourably, and is consistently above the Hull average.

Regular student evaluation takes place at the end of specific careers events. Evaluation methods include questionnaires, feedback forms and informal discussion. Work experience is evaluated by students completing a work experience diary. There is a CEIAG Evaluation Form on the Academy website. The evaluation results and destination data is used to inform, review and develop CEIAG to ensure it continues to meet the needs of all students.

Students, parent(s) or carer(s), teachers and employers have access to information about the careers programme as it is published on the Academy website. Feedback can be given by completing the CEIAG evaluation. Further information can be gained by contacting the Careers Leader.

This CEIAG Policy is evaluated on an annual basis by the Principal, Head of 6th Form, IAG Co-ordinator and Director of Business and Enterprise. The CEIAG programme is reviewed termly.

8. Involvement of Parent(s) / Carer(s)

Parent(s) / carer(s) are welcome to attend their son or daughter's careers interview. Parent(s) / carer(s) have access to the Academy's IAG Co-ordinator at Academic Reviews, Options Evenings, Results Days and can request a meeting with the IAG Co-ordinator at any time.

9. Equality of Opportunity

Careers and other relevant staff work closely with the SEN Team and Tutors to identify those who need extra support and who may find the transition difficult. The Connexions Careers Advisers attend SEND meetings. All students who have an EHCP are seen on a regularly basis in order to monitor and review their career plans. The Academy's Careers Adviser works closely with local

providers to ensure a smooth transition. The CEIAG programme promotes equality of opportunity and inclusion by providing all learners with appropriate opportunities. The Academy is committed to challenging stereotypical views which create barriers to learning and work.

Date of policy: July 2018

Review date of policy: July 2019

Signed:

APPENDIX 1 - Policy statement on provider access

Introduction

This policy statement sets out the Academy's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students 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 Mr Chay Bell, Principal

Telephone: 01482 781912

Address: Archbishop Sentamu Academy, 1 Bilton Grove, Hull HU9 5YB

Opportunities for access

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

	Autumn Term	Spring Term	Summer Term
Year 7		PSHE Lessons:- <ul style="list-style-type: none">- Self Awareness (identifying strengths and skills)- Why is a career important?	

Year 8		<p>PSHE Lessons:-</p> <ul style="list-style-type: none"> - Option Choice - Using Labour Market Information (LMI) - STEM Careers <p>Options Evening</p>	
Year 9			<p>PSHE Lessons:-</p> <ul style="list-style-type: none"> - Stereotyping and Careers - Effective Career Planning
Year 10		<p>PSHE Lessons:-</p> <p>Employability skills</p> <ul style="list-style-type: none"> - Application forms - CV's - Interview skills 	<p>Introduction to Careers Gateway and Post-16 Options (Enrichment Week)</p> <p>Work Experience</p>
Year 11	<p>Individual Careers Guidance Interviews (in house Careers Adviser and external Careers Adviser)</p> <p>PSHE Lesson:-</p> <ul style="list-style-type: none"> - Post-16 Applications (Careers Gateway) 	<p>Individual Careers Guidance Interviews</p> <p>Post-16 Applications (continued)</p>	<p>Individual Careers Guidance Interviews</p> <p>Tracking / Intended Destinations</p> <p>GCSE Results Service on results day</p>
6th Form	<p>Individual Careers Guidance Interviews on request</p> <p>UCAS Applications Workshop (Y13)</p>	<p>Higher Education Open Days</p> <p>Apprenticeship Fair and Applications (Y13)</p> <p>Individual Careers Guidance Interviews on request</p>	<p>Individual Careers Guidance Interviews on request</p> <p>HE Fair (Y12)</p> <p>Options Workshops:-</p> <ul style="list-style-type: none"> ● Apprenticeships ● Employment ● Higher Education

			A Level /Level 3 Results Service on results day
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Please speak to the Careers Leader Miss K Johnson to identify the most suitable opportunity for you.

Premises and facilities

The Academy will make the theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre which is based in the library. Please contact the Careers Leader. The Resource Centre is available to all students at lunch and break times.

Approval and review

Approved [date] by Governors at Curriculum and Standards Committee

Next review: [date]

Signed: [name] Chair of Governors

[name] Principal