Careers Education, Information, Advice and Guidance Policy

Document summary

Document owner:	Director of Secondary
Version:	V2
Document status:	Approved
Date last approved:	July 2024
Date of next review:	November 2027
Review frequency:	Three years
Governing committee:	ESS/Trustees
Statutory policy	No
Appendices:	Yes
On trust website?	No
On school websites?	Yes

Version control			
Version	**Date**	**Author**	**Changes**
0.1	Nov 2020	SWH	Policy renewal
0.2	Sept 2024	DAN	Policy renewal

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1. Rationale and aims

This policy highlights the importance Futura Learning Partnership (the trust) places 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.

1.1 References and sources of information

- DfE (Oct 2018) Careers guidance and access for education and training providers https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf
- Quality in Careers
- 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
- Careers guidance and access for education and training providers
- Holman,J. (2014) Good career Guidance. London: Gatsby Charitable Foundation
- The Career & Enterprise Company.

1.2 Statutory Duty

1. Section 42A of the Education Act 1997 requires governing bodies (Academy Governance Committees or AGCs) to 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).

2. The AGC 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.

3. The 2017 Act was superseded in January 2023 with the Provider Access Legislation within the Careers guidance and access for education and training providers (publishing.service.gov.uk) which requires schools (maintained and academies) to provide at least *six* encounters with providers of technical education or apprenticeships for all their students during school years 8-13. The aim is that all pathways are promoted equally. The

first *four* encounters are mandatory for all registered pupils (not just select groups) to attend:

- Two in school years 8 or 9
- Two in school years 10 or 11 (held between 1 September and 28 February if for pupils in year 9 or year 11)
- Schools will also be required to put on two encounters for pupils in school years 12 or 13 (held between 1 September and 28 February for pupils in year 13) that are mandatory for the school to put on but optional for pupils to attend.

4. The AGC must 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.

5. The AGC may revise the policy statement from time to time. It must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.

6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 students in accordance with Section 42A of the Education Act 1997.

   For the current academic year, you must include:

   - The name, email address and telephone number of the school's Careers Leader
   - A summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme
   - How the school measures and assesses the impact of the careers programme on students
   - The date of the school's next review of the information published.

2. The Gatsby Benchmarks*

A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	• 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. • 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. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
Learning from career and labour market information	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.	• 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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 careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. • All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each student on their education, training or employment destinations.
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.	• 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.

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.	• **Every year**, from the age of 11, students should participate in at least one meaningful encounter* with an employer. *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.
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 expand their networks.	• 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. • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
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.	• 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. • 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
Personal guidance	Every school must ensure that students are provided with independent careers guidance from years 8 to year 13.	• 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.

	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.	

*See Careers guidance and access for education and training providers 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.

3. The role of the AGC

The AGC should provide clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance that meets the school's legal requirements, is developed in line with the Gatsby Benchmarks, and is informed by the requirements set out in this document.

Every school should have a member of their AGC who takes a strategic interest in careers education and guidance and encourages employer engagement.

The AGC must make sure that arrangements are in place to allow a range of education and training providers to access all students 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.

Trust schools will baseline themselves using the compass online tool[1], consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

Trust schools may also monitor, evaluate and review their CEIAG programme through the Careers and Enterprise Company's Future Skills Questionnaire. This provides student evaluative feedback at each transition phase: Key Stage 2-3, 3-4, 4-5 and in considering Post 16 and enables career teams to modify their programmes in line with students' identified needs.

4. 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 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 'Gatsby Benchmarks' 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 staff, volunteers or external providers.

A member of staff will report annually to the AGC on the effectiveness of the CEIAG strategy.

http://www.careersandenterprise.co.uk/schools-colleges/about-compass

Annex A: example of a policy statement on provider access

Provider Access Policy Statement (PAL)

Access for colleges, training providers, university technical colleges, universities and all other Post-16 providers, including technical, vocational and academic routes and apprenticeships

Updated September 2023

This policy statement sets out the arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer.

Pupil Entitlement:

All students in years 8 to 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.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases:

First key phase	Year 8 or 9	Two mandatory encounters for all students.
Second key phase	Year 10 or 11	Two mandatory encounters for all students.
Third key phase	Year 12 or 13	Two encounters that are mandatory for the school to put on but optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- Explain what career routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)

- Answer questions from all students, including our most vulnerable and those with additional learning needs

As part of the Futura Learning Partnership, **all schools** defines an encounter as at least 30 min, during the school day.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students. Schools will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, webinars within the curriculum, including live events, careers engagement events and parents evenings. Meaningful encounters may be planned using the Making it meaningful checklist.

The quality and impact of careers provision at Our School is monitored by our Senior Leadership Team, Futura Learning Partnership's Central Strategic Careers Lead and the West of England Combined Authority through Compass + auditing. Access and opportunity to engage with technical, vocational and training providers will form part of this process.

All Schools has a range of facilities available for providers to use in support of our careers programme. This includes a school hall, classrooms, conference room, IT rooms, Sixth Form Centre and Common Room, outdoor space and online conference platforms.

Destinations of our students: To be completed by each school

Last year our year 11 students moved to a range of providers in the local area after school:

- %

Last year our year 13 students moved to range of providers in the local area after school:

- HE and University %
- Apprenticeships %
- Employment %
- Gap Year %

Management of provider access requests

All requests made by providers should be emailed at least six weeks in advance of the expected date of the session.

In the first instance, requests by providers should be sent to: -

Name of Careers Leader: -

Careers Leader email address: -

Tel No: -

Granting Requests and Refusal of Requests

Once your request has been submitted, the Careers Leader will respond to you within 10 working days. All requests will be given due consideration from the designated Careers Leader and Senior Leadership Team.

Once the request has been granted, we will ask you for a range of information to share with our students and parents **before** the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include:

- Details of the opportunities you offer including technical education, courses and entry requirements
- What is learning like with your institution?
- How do you prepare students for their best next step on successful completion of your course/training?
- Provide examples of linking courses with careers relating to the labour market and recent positive destinations of students who have completed their learning with you.

Requests will be considered against: -

- Clashes with other planned activities or visits
- Interruption to preparation for public or internal examinations
- Availability of school staff, space and resources to host the session
- All requests will also be considered in line with the school's Safeguarding policy. For questions on this policy statement or the wider careers programme at School please do not hesitate to contact us
- School will keep a log of all provider requests for access and the outcomes and record on Compass Plus to support the delivery and evaluation of the careers programme.

Opportunities for access

School offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

This policy statement will be evaluated with the Careers Leader and Central Strategic Careers Lead as part of the Compass Evaluation, three times each academic year.

If a provider has reason to make a complaint in relation to this statement please email Mr Mark Davies, Central Strategic Careers Lead, Futura Learning Partnership, at mdavies@futuralearning.co.uk who will investigate further.