

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

**Review Date:** April 2025

**Review by:** Curriculum, Standards and Progress Committee

**Final Approval:** Full Governing Body

### **Context**

The Core Values which specifically relate to this policy state that we are working together to form relationships based on:

- Compassion – everyone is encouraged to be generous in their concern for others.
- Justice – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- Responsibility – everyone is expected to understand the consequences of their actions.
- Truth – everyone is required to be honest and to communicate in a positive manner.

Such values contribute to the Academy's common purpose of enabling students to 'realise their unique potential'.

### **Data Protection**

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

### **Introduction**

Bishop Stopford School is committed to providing students with a high-quality programme of Careers Education, Information, Advice and Guidance (CEIAG). Our careers curriculum forms an integral part of our personal development curriculum.

All students need a planned programme of activities to help them choose progression routes which are suitable for them. They also need to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. CEIAG is a critical element of this provision.

This policy sets out to guide the CEIAG provision across the academy.

The policy is informed by the following guidance:

- DfE Careers strategy: making the most of everyone's skills and talents (December 2017)
- Careers Guidance and Access for Education and Training Providers' (January 2018, last updated January 2023)
- Education Act (2011)
- Raising of the participation age: supporting local areas to deliver (December 2009)
- Section 42B of the Education Act 1997
- Career Development Institute Framework for Careers, Employability and Enterprise Education: <https://www.thecdi.net/New-Career-Development-Framework>
- The Gatsby Foundation International Careers Survey 2014 and Gatsby Benchmarks: <http://www.goodcareerguidance.org.uk/>
- The Quality in Careers Standard: <http://www.qualityincareers.org.uk/>

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## **Policy**

The Academy will

- Ensure personal guidance is provided by an independent, suitably qualified Careers Advisor and that guidance appointments meet industry standards and are compliant with statutory guidance.
- Ensure that all students who attract the student Premium, have an EHCP or are LAC have a guidance appointment arranged for them at an appropriate time.
- Provide access to a range of education and training providers for the purpose of them informing students about approved Technical Qualifications and/or apprenticeships. (Appendix 1: Provider Access Legislation)
- Use the Gatsby Benchmarks (Appendix 2) to audit the effectiveness of CEIAG provision.
- Maintain accreditation of a nationally recognised Quality in Careers Award, to demonstrate excellence in CEIAG (Gold Career Mark Award).
- Appoint a dedicated and qualified Careers Lead.
- Ensure that a member of the Senior Leadership Team has strategic oversight of CEIAG.
- Gather destination data to track student outcomes beyond Year 11 and Year 13, and to intervene with students at risk of becoming not in employment or education (NEET).
- Fulfil its duties under the Equality Act (2010) with regard to CEIAG.
- Maintain membership of the South East Midlands Careers Hub and its Employer Advisor Network (or relevant alternative if regional arrangements change).
- Promote high aspirations and support students in making informed choices.
- Enable students to develop a range of employability skills.
- Ensure that teachers and others working as part of this provision receive appropriate training to deliver CEIAG effectively.
- Provide information for parents and students about the CEIAG curriculum on the academy website.
- Maintain appropriate careers resource areas physically and virtually for students.
- Use teaching methods which are appropriate to delivering the CEIAG curriculum.
- Ensure teachers and those delivering CEIAG have due regard for the different aspirations and beliefs of students.
- Ensure that the curriculum is sequenced in an age-appropriate way.
- Engage with relevant research and expert organisations, such as the Career Development Institute (CDI), to ensure that the CEIAG curriculum remains fit for purpose.
- Adapt the curriculum as necessary, taking into account contextual information, to meet the needs of students.
- Seek the views of stakeholders to review and improve the CEIAG curriculum.
- Provide opportunities for Employer Engagements (e.g. Enterprise Days, Take A Child to Work Day, STEM days).
- Support students to make successful transitions (e.g. Year 7 transition, GCSE / A-Level options and Post-18, support Parents Evenings).
- Ensure that those working with students are aware of their safeguarding responsibilities and the Academy's process for reporting concerns.

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## **Outside Agencies**

At times, the Academy may engage other experts (e.g. employers) to deliver elements of the CEIAG curriculum.

In these circumstances, the Academy will ensure that:

- the outside speaker will establish the content of the session and learning outcomes prior to the visit;
- visitors are made aware of relevant policies and procedures, including the safeguarding policy and evacuation procedures.
- visitors are accompanied by a member of staff in line with safeguarding procedures.

## **Responsibilities**

### **Governing Body**

- Review and ratify policy
- Appoint a link governor for CEIAG and to receive reports as appropriate.

### **Senior Leadership Team**

- Designate a member of the leadership team to be responsible for CEIAG.
- Implement the policy.
- Plan and allocate resourcing.
- Monitor the delivery and quality of the CEIAG curriculum through the Academy's Quality Assurance processes, Career Mark standards and line management.
- Provide opportunities for continuing professional development (CPD) for staff.
- Ensure that the curriculum is compliant.

### **Careers Lead**

- Develop the strategic vision for CEIAG, and advise the Senior Leadership Team.
- Design, monitor, review and evaluate the CEIAG programme in conjunction with the SLT lead for careers.
- Be the first point of contact for all students, staff and parents for CEIAG.
- Co-ordinate Destinations Data.
- Co-ordinate referrals to outside agencies (e.g. National Careers Service, Prospects etc.)
- Network with external partners.
- Lead or contribute to (as appropriate) CEIAG calendared events.
- Ensure CEIAG curriculum meets Quality in Careers standard, Gatsby Benchmarks and the CDI framework.

### **Careers Adviser**

- Deliver individual personal guidance to students.
- Advise parents on CEIAG issues.
- Maintain qualification and undertake relevant CPD.

### **Teachers**

- Ensure a supportive, respectful environment in the delivery of CEIAG.
- Model positive attitudes to CEIAG.
- Adapt teaching to meet individual needs.

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- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery.
- Follow the Academy’s plans and policies for CEIAG.
- Take responsibility for their own continuing professional development, and contribute to leading professional development, if appropriate.
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate.

**Teaching Assistants**

- Support individuals and small groups in their learning as deployed by the Special Educational Needs Co-ordinator (SENDCo).
- Participate in relevant continuing professional development.

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## Appendix 1 Provider Access Legislation: Policy Statement

### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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.

### Student 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.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (years 8 to 9) and two encounters for students during the 'second key phase' (years 10 to 11). For students in the 'third key phase' (years 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are 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 students.

### Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#).

A meaningful encounter can be online.

### Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our students:

- Moulton College

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- Northampton College
- Tresham College
- Starting Off
- Lincoln University
- Employers providing apprenticeships and school leaver programmes (various)

**Destinations of our students**

Information about the destinations of our students is available on the academy website.

**Procedure for access requests**

A provider wishing to request access should contact Mrs Glynis Castle, Careers Lead:

[gcastle@bishopstopford.com](mailto:gcastle@bishopstopford.com)

01536 503503

**Opportunities for access**

The school offers the six provider encounters required by law (**marked in bold text**) 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.

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.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students.

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.

**Complaints:**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via

[provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

**Approval and review**

The PAL Policy Statement will be reviewed in conjunction with the CEIAG policy.

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## Appendix 2 Gatsby Benchmarks

<b>1. A stable careers programme</b>	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.
<b>2. Learning from career and labour market information</b>	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.
<b>3. Addressing the needs of each student</b>	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.
<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.
<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.
<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.
<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.
<b>8. Personal guidance</b>	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.

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