EMMANUEL
SCHOOLS FOUNDATION

The King's Academy

Careers Education, Information, Advice and Guidance Policy

Last review: October 2024
Governors Approval: October 2025
Next review: October 2026

Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Careers Education, Information, Advice and Guidance Policy

1. School Vision

The Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. Young people are faced with a complex set of demands when making themselves ready for their future careers. The Academy aims to ensure our students are self-confident, skilled and career ready. The values and principals document makes direct reference to developing:

'knowledge, skills and attributes they need to lead successful and happy lives'

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3, 4 and 5.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018).

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all three key stages and in all years and these events will impact upon all students at the school.

All members of staff at Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3. Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

4. School Responsibilities

The school has a series of statutory duties:

- All registered students at the school must receive independent careers information in Years 7-13
- This careers information must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the student
- There must be an opportunity for education and training providers to access students in Year 8 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 4. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- The Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities
- The school will continuously monitor its careers offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

5. Governor Responsibilities

The governing body will ensure that the Academy has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

- the governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 13
- there will be a member of the governing body who takes a strategic interest in careers and encourages employer engagement.

6. Provider Access

Introduction - This section of the policy 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.

All students in Years 7-13 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.
- Appendix 4 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Further information can be found in the ESF Provider Access Policy.

7. Implementation of the Programme

Students at The King's Academy will benefit from:

- Access to a range of activities that inspire them, including apprenticeship, college, university and employer talks, tutor time activities including Unifrog familiarity, workplace or other careers related trips, careers events, motivational speakers, college and university visits, interview workshops and careers days with appropriate careers and employability workshops.
- Links with local employers, to help boost attitudes and employability skills, learn about the range of roles and opportunities available.
- Work experience provision in Y10 through Work Experience Week and, where applicable in Y12 during Enrichment, in addition to Y12 Progression Week.
- Meaningful encounters with employers, helping all students learn about what work is like or what it takes to be successful at work.
- Access to advice on options available at post-16 including apprenticeships and entrepreneurialism, and opportunities available from other post-16 providers.
- Face to face advice and guidance to build confidence and motivation.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Information on the financial support available to them post-16.

- Information, including local Labour Market Information from a range of agencies to develop a smoother pathway between education and work.
- 24-hour access to careers advice via the online platform Unifrog, accessible also to parents and carers.
- A one-to-one appointment with a specialist and suitably qualified careers advisor for all Year 11 students, Year 10 EHCP students and LAC students annually from Year 8, with a referral system in place for Year 10 and sixth form students.
- Activities during tutor time in all year groups that promote awareness of a wide range of career opportunities and progression routes.
- Tailored support for all EHCP students through progression and transfer reviews, and individual meetings for all students in Year 10 and above.
- Dedicated weekly careers lessons in sixth form focusing on preparation for post-18 options in terms of the application process, but also having the personal skills to cope with aspects of adult life.

The Careers Leader coordinates the careers programme and is responsible to the senior leadership team. Work experience is planned and implemented by the Careers Leader alongside the Careers Advisor. All teaching staff contribute to Careers Guidance through their roles as tutors and subject teachers.

8. Monitoring, Evaluation and Review

The Principal will ensure that:

- the work of the Careers Advisor and careers events are supported and monitored
- a member of the Senior Leadership Team has an overview of careers work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the Future Skills Questionnaire for students and parental surveys;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- Staff feedback on careers lessons, resources and interactions;
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county;
- Student destination figures post-16 and post-18.
- This policy will be reviewed every year in response to any new information, circulars, guidance or legislation. The focus is to identify gaps and support improvement.

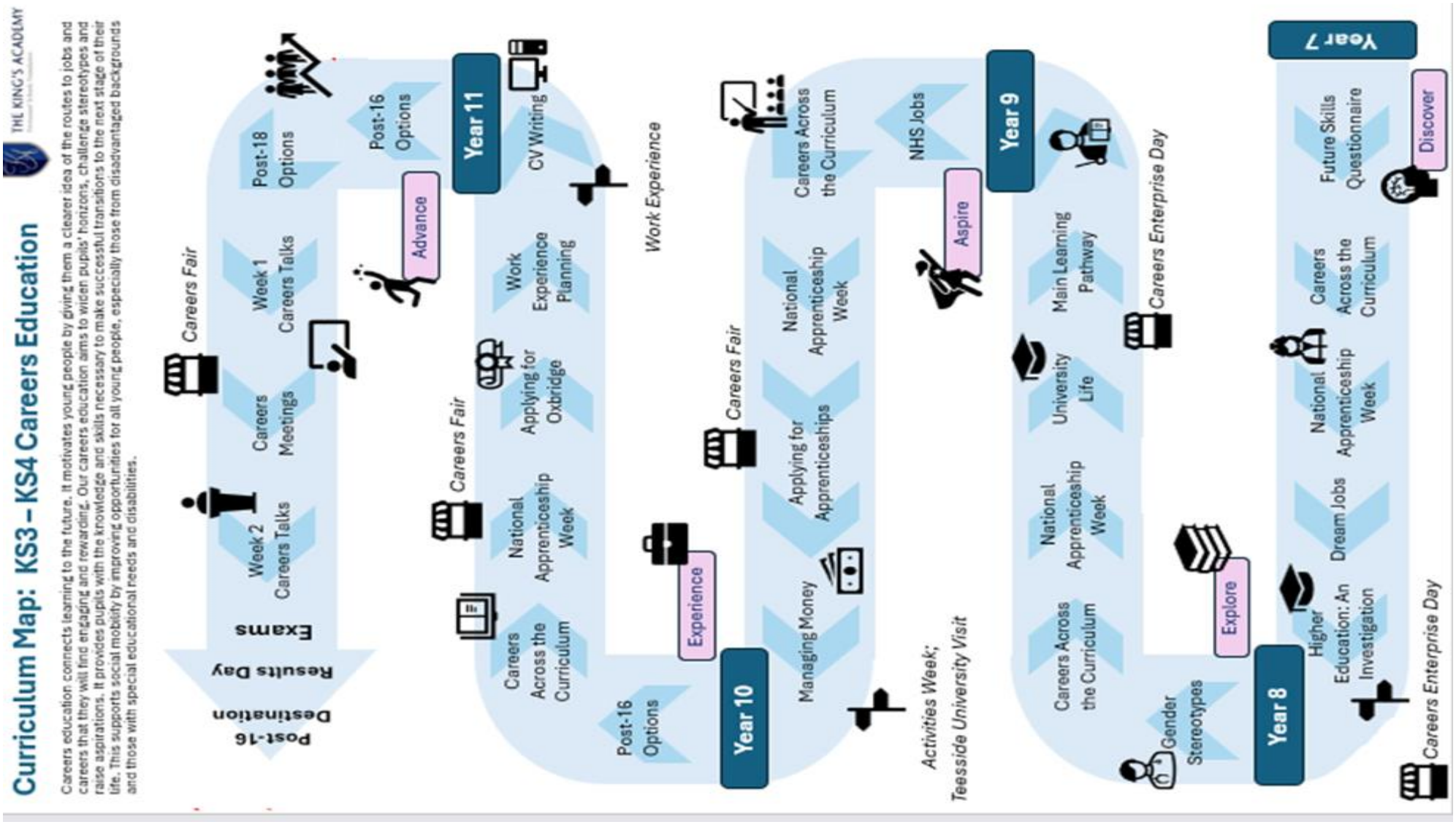
The Gatsby Benchmarks

Appendix 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.	☐ 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.	☐ During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. ☐ 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. All subject teachers should highlight the relevance of their subject for a wide range of future career paths.	☐ Every year, in every subject, every student should have opportunities to learn how the knowledge and skills developed in that subject links to a wide range of careers. ☐ Careers should form part of the ongoing staff development programme.

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 an interaction with an employer or employee that enables students to learn about the world of work, develop employability skills, and understand the expectations of 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 meaningful 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 meaningful 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 meaningful encounters* 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 an interaction with an employer or employee that enables students to learn about the world of work, develop employability skills, and understand the expectations of the workplace.
Personal guidance	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.	☐ 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.

The King's Academy KS3 and KS4 Careers Programme (25-26) **Appendix 2**



The King's Academy KS5 Careers Programme (25-26)

Appendix 3

Year 12 - Destination Friday P2	
October	Realising Opportunities
October	Widening participation delivered by staff
November	Next steps - York Uni
November	First choice - Sunderland Uni
December	Hannah Horner - Degree Apprenticeships
February	National Apprenticeship Week
March	Student life - Northumbria
April	Choosing a University and Course - Leeds Beckett Uni
May	Competitive courses - Sheffield
June	Personal Statements - Northumbria
July	UCAS process - York St John

Year 13 - Destination Thursday P2	
October	Partners - NCL Uni
October	Contextual Offers delivered by staff
November	Apprenticeships delivered by staff
December	Student finance and budgeting - Northumbria Uni
January	Fire Service - Fire Safety Independent Living
February	Results and Clearing - Northumbria Uni
March	Transition to University - Sheffield
~~**April**~~	Study Leave
~~**May**~~	Study Leave
~~**June**~~	Study Leave
~~**July**~~	Study Leave

Application for Provider Access Appendix 4

Introduction

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

Student entitlement

All students in Years 7-13 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 Miss A Harrison-Potts.

Telephone: 01642 *577577*

Email: aharrison-potts@thekingsacademy.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

For the full copy of the provider access policy, please visit our website
www.thekingsacademy.org.uk/information/policies

Please also see the ESF Provider Access Policy:
https://esf-web.org.uk/wp-content/uploads/2023/09/ESF_Provider_Access_Policy_2023.pdf