



Kirkbie Kendal School Academy Trust

Policy Title:	Careers Education, Information, Advice and Guidance Policy (CEIAG)
Policy Reference:	C3
Version:	1.4
Member of Staff Responsible for review:	Careers Lead (JDd)
Governors' Committee/SLT Responsible:	Curriculum
Status:	Adopted
Date first adopted/accepted by Governing Body:	10 May 2006
Review Cycle:	1 year
Date of last review:	Nov 22
Date for next scheduled review:	Nov 23

Change Record

Version	Date	Description
1.1	20 Mar 18 (Curriculum)	Updates to all sections in line with 2018 new legislation Addition of Policy Statement
1.2	19 May 20 (Curriculum)	Minor amendments made to reflect how the school's CEIAG programme has changed.
1.3	SLT 21.02.22 Curric 22.06.22	Amendments made to include update to Statutory guidance and inclusion of the Gatsby Benchmarks.
1.4	SLT 14.11.22 Curric approved 17.11.22 (email) and 12.12.22	Legislative change made to Appendix 1: student entitlement to include Year 7. Additional assembly information and Padlet information. Decision made to separate Appendix 1 (Provider Access Policy) from CEIAG policy

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"Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies and procedures support the Child Protection Policy."

KIRKBYE KENDAL SCHOOL ACADEMY TRUST

CAREERS, EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY

SCHOOL COMMITMENT TO CEIAG

Kirkbie Kendal School (KKS) is committed to ensuring that every student has the opportunity to develop their employability skills via a programme of planned work-related activities. Aspects of CEIAG at KKS will be developed and delivered throughout the curriculum, linking closely with the aims and objectives outlined within our school vision of developing young adults who are well qualified and well-rounded who have skills and knowledge needed to meet the challenges of the workplace with confidence. We aim to provide current and relevant information to enable each student to make informed decisions about their future.

The policy has been reviewed in line with the published DfE guidance document 'Careers guidance and access for education and training providers – statutory guidance for schools. (DfE, July 2021)

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 pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff at Kirkbie Kendal School 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.

AIMS AND OBJECTIVES FOR CEIAG

KKS is fully committed to ensuring that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their chosen future.

To this end, the school's CEIAG programmes aims to promote:

- An understanding of the changing nature of work, learning and career choices, including the full range of pathways open to young people throughout their educational experience.
- Progression planning through the provision of information and guidance from external careers advisors, support within the curriculum, organised activities and events including local colleges and businesses.
- Direct exposure to a wide range of employers from different career fields.
- Self-awareness and self-development – encouraging students to assess their own strengths and areas for development in order to inform future learning and work choices and develop positive self-esteem.
- Focus on their future aspirations.

Leadership and Management

The school's CEIAG is planned, delivered, monitored and evaluated by the Careers Lead with overall responsibility for CEIAG in consultation with relevant staff, including:

- Governors
- Life Skills departmental staff
- Heads of Years
- Independent Careers Adviser
- Inspira
- School Librarian

Provision

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum. The programme will provide equality of opportunity, diversity and inclusion whilst promoting the best interests of the students to whom it is given.

At KS3:

- Curriculum support in all subjects promoting related job advice.
- Allotted time through Life Skills lessons.
- Access to careers software via Life Skills lessons.
- An introduction to the Careers Library.
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Options evening and Individual Education Plans.
- Individual meetings with SLT.
- Careers Fair for all Year 9 students.
- Year 9 information evening.

At KS4:

- Careers Fair in school and other fairs where available and reasonable.
- Careers and options interviews with SLT.
- All students will have had an Independent Careers Advisor interview and action plan.
- Information on College open dates and targeted support with completing college application forms.
- Mock interview with employers for all Year 10 students.
- Supported CV and letter of application writing in Life Skills lessons.
- Year 11 Parents' Evening and Open Evening may be attended/supported by Independent Careers Advisor and Inspira
- Closer support of vulnerable students through Inspira interviews.
- University visit for some Year 10 students.
- Year 10 Parents' Evening and Open Evening may be attended/supported by Independent Careers Advisor.
- Various employer talks.

At KS5:

- Independent Careers Advisor interview where requested/needed.
- Options evenings.
- Apprenticeship/Career presentations by companies in enrichment.
- UCAS support and guidance in enrichment including personal statement writing.
- Access to Careers Resource Library including prospectus.
- Support in tutor time.
- Opportunities for visits to University Open Days.
- Various employer talks.
- Opportunity to visit Higher Education Fair.

- Advice on student finance.
- Access to the school careers fair.
- Careers talks and presentations which may include advice on taking a gap year and working in industry.

Access arrangements for external providers are made in line with statutory requirements 2022. Details of the arrangements can be found in the school's CEIAG Provider Access Statement, displayed separately on the school website.

MONITORING, REVIEW AND EVALUATION

Audits have been undertaken to establish provision, and will be used again where appropriate. Self-evaluation will be undertaken as part of the whole school self-evaluation process and activities reviewed through student and staff evaluations. External providers will be evaluated and used to enhance school provision, following best value policy. The agreements with Inspira and any other external providers are reviewed annually. NEET and destination data is used to review the CEIAG programme.

RESOURCES

CEIAG has a number of resources that can be used by students including:

- careers library with a range of books, magazines, leaflets and university guides;
- Websites such as The National Careers Service website; START, E-Clips.
- Independent Careers Advisor;
- Employers through the varied number of talks, workshops, careers fair and mock interviews.
- Interviews with SLT and various school staff planned into form time.

Work-Related/Careers activities will take place within:

- assemblies;
- Form Tutor periods;
- Life Skills lessons (KS3 and KS4);
- different subject areas;
- enrichment lessons at KS5;
- vocational courses;

as well as through special events and activities, that may include:

- careers events;
- guest speakers;
- special projects and other opportunities;
- trips and visits;
- Careers Fair.

PARTNERSHIPS

We work in partnership with:

- Visits by outside groups/companies.
- Inspira who compliment the CEIAG and CEG framework.
- Various employers who support events such as the Careers Fair.
- Interview process.
- Further and Higher Education Institutions, including Kendal College
- Fiona Herrema, our Independent Careers Advisor in School.
- Cumbria Local Enterprise Partnership
- Careers and Enterprise coordinator
- Careers and Enterprise Advisers

ENGAGING PARENTS

The school seeks to actively engage parents/carers in the formulation and development of careers provision.

- Careers advisor present at options evenings and targeted Parents' Evenings.
- Careers Action Plan sent home.
- Brochures/leaflets sent home.
- Inform parents generally about careers related activities.
- Encourage students to discuss any material linked to careers and advice
- Inform parents of rights to be present eg EHCP reviews.
- Information and consent letters as appropriate.

Business Links

The school has links with Inspira and has forged links with the Cumbria Local Enterprise Partnership. KKS has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.

Related Policies

Behaviour for Learning
Child Protection
Learning and Teaching
Assessment, marking, feedback and reporting
Curriculum Policy
SEND Policy

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS:

**PAPER
ENLARGED PRINT
EMAIL
WEBSITE**

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.	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 pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, 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 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 pupils 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.
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 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 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.
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.	By the age of 14, every pupil 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.
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.	Every year, from the age of 11, pupils 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.
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 expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs.
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.	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, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever study or career choices are made.	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.