

SCALBY LEARNING TRUST

CEIAG Policy

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	J Jones	13.10.09	21.10.09	
2	A Wappat	26.11.12	5.12.12	Rewritten in light of the Education Act 2011
3	M McCluskie	January 2015	21.1.15	Approved
4	M McCluskie	November 2017	6.12.17 17.1.18	New Version – adopted on 17.1.18
5	C Robertson	June 2021		Updated

Context

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Years 8-13. In Scalby School's context this applies to our students in Years 8-11. Careers guidance must be presented in an impartial manner and promote the best interests of students. Careers guidance must include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options. The CEIAG Policy should be read in conjunction with:

- **The Gatsby Benchmarks for CEIAG (Appendix C)**
- **Child Protection Policy 2021**
- **Equalities Policy**
- **Data Protection Policies**
- **Work Placement Policy**

Aim:

Scalby School aims to provide outstanding careers education, information, advice and guidance in order to ensure that each young person has high aspirations and is fully prepared for their next steps in learning, training or employment beyond their time at our school. Activities related to CEIAG run through our whole school Raising Aspirations Strategy.

Commitment:

To develop a whole school approach to CEIAG by providing a planned programme of activities within and outside the curriculum by:

- Providing a comprehensive curriculum programme relating to clear learning outcomes for careers education, defined by [the CDI framework \(Appendix C\)](#)

Allowing access to independent and impartial careers guidance from a well-qualified and independent careers advisor.

- Supporting students to make a successful transition to Post-16 pathways through pastoral and mentoring systems.
- Strategically managing and coordinating the services from commissioned and publicly funded free at source providers to ensure best use of resources.
- Achieving, and maintaining currency of, a nationally accredited Quality in Careers Standard.

Monitoring requirements:

Monitoring takes place throughout the academic year. Monitoring is undertaken by the Deputy Headteacher and other school leader with a delegated responsibility for CEIAG.

Recommendations and additions to the CEIAG strategy should be submitted to the Deputy Headteacher or other school leader with a delegated responsibility for CEIAG.

2. Careers Education, Information, Advice and Guidance Policy and Procedures

2.1 Rationale for CEIAG

“Academies have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions.”

The Education Act 2011

“You're only going to get youngsters to achieve well - particularly in the average to low ability range - if you show them what the end result of their studies will be.”

Sir Michael Wilshaw, OFSTED March 2014

2.2 Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key policies such as those stated on page 1 of this policy.

2.3 Student entitlement

Scalby School will contract an external, matrix accredited, independent and impartial careers guidance service, who supports students to aim high in their career goals and aspirations. The school has also appointed an Associate Assistant Headteacher and Project Leaders to facilitate the delivery of high quality careers education.

Teachers and careers staff will support students' career development in a number of ways including:

- Information and discussion in lessons, mentor groups and assemblies to help students make decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions and enrichment activities during Immersion days and a post- results service.
- Careers information and online careers programmes such as the National Careers Service.
- Information and updates on notice boards, plasma screens, displays and websites.

2.4 Parent/Carer entitlement

Parents have access to careers advisers in a variety of ways including:

- Individual meetings
- Drop-in sessions and results service
- Careers information and i.t based careers programmes
- Information is posted to parents and also via website and twitter

2.5 Equality and Diversity

We have a commitment to advancing and achieving equality of opportunity for all students / carers / associated persons, staff, governors and visitors.

We believe that all people are of equal value. We will promote equality of opportunity, celebrate diversity and challenge stereotypes. Careers programmes are designed to meet the needs of all learners. Activities such as careers interviews and employability masterclasses are differentiated and personalised to ensure all students progress in their career learning and development, and to strengthen their motivation, aspirations and attainment at the school.

2.6 Place within the Curriculum and Mentor Time

The careers curriculum has been devised following the guidance of the CDI National Framework (Appendix C) for all year groups and is delivered as part of the Life curriculum. This is supplemented by the following curriculum activities;

- Programme of assemblies,
- Mentor group sessions,
- Enrichment workshops (C.V preparation, career pathway research and college, Raising Aspiration Curriculum days and apprenticeship applications).

2.7 Related outside activities and opportunities

Inset for staff includes a number of outside agencies such as, local colleges and other providers.

Careers cafes, careers fairs and other events, which include a wide variety of companies and apprenticeship providers, may also attend offering advice and guidance.

Academies may also organise specific events for parents/carers and students to provide specialist support.

2.8 Monitoring and tracking of young people

At the end of Year 11, the School tracks students' intended destinations, courses and where they attend in the next academic year. Agreements are in place with external Post -16 providers to inform the academies of students applying and attending their colleges or training institutes. Scalby School has data-sharing protocols with North Yorkshire County Council to ensure the exchange of relevant progression data in the best interests of young people.

2.9 Management

The CEIAG strategy is planned and implemented by the Deputy Headteacher. The Deputy Headteacher will liaise with other school leaders to ensure safe guarding responsibilities are met and to ensure the smooth running of all activities. A nominated governor, linked to the evaluation of the curriculum, supports this area. The Associate Assistant Headteacher will co-ordinate day-to-day activities and be the main point of contact for staff.

2.10 Staffing

All staff contribute to CEIAG through their roles as mentors, subject teachers or Heads of Year. Staff are provided with support materials to assist with the delivery of CEIAG activities throughout the academic year. These can include guidance sheets, updates on national strategies, option booklets and briefings during weekly training sessions.

2.11 Provision of external and Independent careers guidance

The school invites an external, matrix accredited, independent Careers Advisor to conduct careers interviews. This service is quality assured annually. The Careers Advisor produces a bespoke Careers Action Plan for each student. Students are also encouraged to access online careers guidance from the National Careers Service and the National Apprenticeship sites.

2.12 Other formal and informal partnerships

The school have a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, Higher Education and Training Providers.

2.13 Information resources

A range of careers information, in a variety of formats, is displayed in the Careers Office so that it is accessible to all students. Resources are managed by the Careers Advisor to ensure that they are up to date and meet the needs of all students.

2.14 Budget

Funding is allocated to develop CEIAG provision in the school's annual budget and is planned in the context of whole school priorities. Maximum use will be made of quality assured "free at source" material, as the currency of careers materials is very short. The Deputy Headteacher and/or nominated school leader is responsible for the effective deployment of resources.

2.15 Staff development

All staff have a minimum of 1 hour per year dedicated to CEIAG updates. Specific needs are identified by the Deputy Headteacher and will be planned and delivered by the CEIAG team. This provision will be reviewed on an annual basis.

Scalby School Provider Access Policy

Introduction

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

Students in years 8-11 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 evenings, 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 in 2020-2021 should contact Helen Scott, telephone: 01723 362301, email: careers@scalbyschool.org.uk

Opportunities for access

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

	Autumn Term	Spring Term	Summer Term
Year 7	Resilience and Well-being – work/learning and life balance skill set	World of Work and Citizenship values assemblies and curriculum post	Enterprise challenge and Alumni support
Year 8	Future Careers Provider Event Scarborough Engineering Week High Five Event	Key Stage 4 options event University and College pathway experiences and Alumni support Cyber First for Girls High Five Event	Careers and enterprise workshops High Five Event Prison Me No Way
Year 9	Future Careers Provider Event Scarborough Engineering Week Girls in STEM	Networking Event with providers and employers High Five Event	Brilliant Club
Year 10	Future Careers Provider Event North Yorkshire Care Academy Girls in STEM	North Yorkshire Care Academy	Virtual Work Experience Week Post 16 taster sessions Apprenticeship introduction and insight High Five Event North Yorkshire Care Academy
Year 11	Careers Fair In-school CEIAG presentations Post 16 evening High Five Event	Additional 1 – 1 support and pathway transition	Post 16 taster sessions

All Year Groups	All students record their CEIAG experience via Grofar Employer Encounter Experiences with a programme involving a range of sectors and providers.	All students record their CEIAG experience via Grofar Employer Encounter Experiences with a programme involving a range of sectors and providers.	All students record their CEIAG experience via Grofar Employer Encounter Experiences with a programme involving a range of sectors and providers.
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Please speak to our named Careers Leader to identify the most suitable opportunity for you.

The school policy on [safeguarding](#) sets out the school’s approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio visual 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.

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 careers advisor.

	Autumn Term	Spring Term	Summer Term
Year 8	“World of Work Day” Parents Evening		
Year 9		Parents Evening	
Year 10		In school CEIAG presentation	Parents Evening
Year 11	Careers Fair In-school CEIAG presentations	Parents Evening	In-school CEIAG presentations

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

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Appendix A: Student Entitlement

Investing in your future

The careers education and guidance programme at Scalby School seeks to support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations by providing an external, independent and impartial careers guidance service.

As a student at Scalby School you are entitled to a careers education and guidance programme which:

- Is personal to you and always puts your interests first , motivates and inspires you to consider all opportunities open to you within and outside Scalby School
- Helps you to gain the skills you need to make your career ambitions a reality
- Provides the support you need to be successful
- Helps you access any additional support you might need
- Is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
- Protects and respects your personal information and shares it only with your consent
- Always puts your interests first

We will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as careers fairs
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning, enrichment activities and results days
- Careers information and I.T based careers programmes
- Information and updates on notice boards, plasma screens

Appendix B – Parents Entitlement.

Investing in your Son/ Daughter's Future

Research has consistently shown that parents and carers are the most influential factor in students' decisions about the future. Your support and encouragement will influence their choices and the guidance you provide will be invaluable to their achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even have been invented yet. Parents are welcome to attend their child's careers meetings

There are some practical steps you can take to support your child;

- Talk to them about their current educational attainment and estimated grades. Encourage them to aim high (the skills shortages of the future will be in higher-level jobs).
- Discuss where they want to be and research how to get there. There are useful resources in school and on the internet to help you to start this conversation with your child.
- Encourage them to seek out the advice and experiences they need to help them achieve their goals.

The school will provide:

- Information and discussion in lessons and assemblies to help your child to make decisions about your future.
- Activities and events such as "careers fairs".
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, learning pathway planning, enrichment activities and post-results support.
- Careers information and online careers support.
- Information and updates on notice boards, mentor notices, plasma screens and the school website.

Equality Impact Assessment Form

1. Title of policy, project or practice being reviewed or planned

CEIAG Policy

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

The policy is being updated to reflect the schools current practice and following additional resources and funding made available by finance from the opportunity areas programme.

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

This policy is applicable to all students.

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Characteristics / Group	Yes (brief explanation)	No
Age (staff only)		*
Disability		*
Gender		*
Gender reassignment		*
Marriage / civil partnership		*
Pregnancy / maternity		*
Race / ethnicity		*
Religion / belief		*
Sexual orientation		*

5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

N/A