

Careers Education, Information, Advice and Guidance Policy Statement



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Responsible and Accountable for delivery of the policy

Donna Tank and Rachel Mullins

Cross reference to other Policies/Procedures

1. Work Placement Policy (TRC).
2. Employer Engagement Strategy (TRC).
3. Provider Access Policy (OHS/TRC).
4. PSHCE / MAP Policy (OHS).

Impact Assessment:

Leader: _____

Date: _____

Introduction / Context

1. Introduction / Context:

As a Trust we endeavour to work towards The Gatsby Good Practice Benchmarks, the DFE Careers guidance and inspiration in schools' statutory guidance and other good practice guidance from the Department of Education, Ofsted and other relevant bodies.

We recognise that we have a responsibility to ensure all pupils and students within our academies and college are provided with independent careers guidance (Education Act 2011) in relation to guidance from section 45A of the Education Act 1997.

Inspire Trust commits to providing a universal offer of Careers Education and Information, Advice and Guidance (CEIAG) that ensures that every young person within its academies and college is supported to engage in learning, achieve their full potential and progress successfully onto further or higher education, training or employment.

As a Trust we recognise and understand the statutory duty to work towards meeting all 8 Gatsby Benchmarks of good careers guidance. The 8 benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

As a Trust we further recognise and understand the statutory duty to meet the Provider access legislation by ensuring all young people from Year 8-13 have access to at least 6 encounters with providers. These will be offered as 2 encounters within Y8 & 9, 2 encounters within Y10 & Y11 and a further 2 encounters during Y12 & Y13.

Oakwood High School will achieve its vision by:

- Having a planned programme of careers education, information, advice and guidance (CEIAG), delivered within PSHE in years 7-11 and embedded in all curriculum areas
- Following the National Framework for CEIAG 11-19, and other relevant guidance set out in government publications
- Delivering face to face intervention through the MAP Office Platform
- Giving pupils opportunities to focus upon certain careers within other timetabled subjects
- Having blocked timetable 'events', including access to a progression events and a careers fair facilitated within the local area
- Ensuring there is a dedicated CEIAG information resource on intranet that all pupils have easy access to, this is backed up by plethora of written information
- Giving its pupils opportunities to attend talks given by representatives of many occupational areas
- Ensuring all pupils have Individual careers education, information, advice and guidance (CEIAG)
- Action-planning and recording of achievement

- Working with parents and carers to promote CEIAG
- Ensuring CEIAG is regularly and systematically monitored, reviewed and evaluated and actions are taken to improve any areas required
- Ensuring all pupils have a work placement opportunity in Key Stage 4
- Ensuring all pupils have the opportunity to mock interviews with employers
- Ensuring all pupils attend Local Education and Careers Events
- Ensuring pupils have access to a range of further education providers

Thomas Rotherham College will achieve its vision by:

- Ensuring young people are clearly informed of the CEIAG Services available to them at TRC and to which they are entitled
- Following the National Framework for CEIAG 11-19, and other relevant guidance set out in government publications
- Make available to all students' information, advice and guidance that will help them make well-informed and realistic career decisions
- Ensuring there is a dedicated CEIAG information resource on Moodle VLE that all students have easy access to, supported by paper-based resources
- Raising student aspirations and challenging stereotypes
- Empowering young people to plan and manage their own futures
- Engaging young people in the design, delivery and evaluation of CEIAG provision in the college
- Working with parents and carers to promote CEIAG services in the college and on the website to show them how their child can access services
- Ensuring CEIAG services are regularly and systematically monitored, reviewed and evaluated and actions are taken to improve services in response to the findings

1. Key Priorities

i. Empowering all pupils and students to plan and manage their own futures

Oakwood High School:

- Pupils are able to use to recognise their achievements and plan for improvements
- Pupils are able to recognise barriers, and access support to help in overcoming these
- Through support, pupils can plan for realistic pathways for future learning and further education
- Pupils are able to respond to feedback to support their progression pathways and future career plans

Thomas Rotherham College:

- Students are able to investigate opportunities for work and learning independently
- Students make challenging but realistic plans for their learning and future employment
- Students recognise barriers to the achievement of their plans and understand how these can be overcome
- Students are able to review and adapt their plans in light of changing personal, educational, social and economic circumstances
- Students are able to interpret information and to identify partiality and bias

- Students feedback that they have the skills that they need to plan and manage their careers

ii. **All Pupils and Students receive the CEIAG appropriate to their individual needs**

Oakwood High School:

- All pupils will receive CEIAG appropriate to their age group within MAP lessons as part of their curriculum entitlement
- Pupils know how CEIAG in lessons is supporting their individual journey
- All pupils will receive guidance for options in Y8 which is supportive of their CEIAG
- All pupils know how to access information relevant to their age group, needs and future plans in user friendly formats
- Pupils needs shape the planning and delivery of CEIAG within MAP lessons and across school
- All pupils receive CEIAG through learning zone coverage of Gatsby Benchmark activities
- All pupils understand the full range of opportunities open to them which include college, 6th form and apprenticeship post 16

Thomas Rotherham College (see Appendix 1 below):

- Students know how to access personalised careers information, advice and guidance at times and in formats that reflect their needs
- Students influence the design and delivery of CEIAG services within the college
- Students know how to access information about community and voluntary opportunities
- Students understand the full range of learning opportunities open to them in college and elsewhere (including at other colleges, 6th forms and with work-based learning providers)
- Students will have access to individual targets on One Drive and their Skills Evidence Log that they can keep under review and update accordingly
- Students feedback that they have received the personalised support they have needed to make informed choices

iii. **Promote equality of opportunity and challenge stereotypes**

All pupils and students within the academies and college:

- are able to recognise and challenge stereotypical views of opportunities in learning and work
- understand that stereotypical decision making can have financial implications
- consider learning and work options that are not traditionally associated with their gender, ethnicity, faith learning or physical ability, cultural or socio-economic background
- make successful transitions when they choose non-traditional opportunities
- feedback that they recognise, and reject, learning and work stereotypes

iv. **CEIAG will contribute to raising aspirations of all pupils and students**

- by positively challenging young people to consider opportunities that they may not otherwise have considered
- by setting challenging but realistic learning and work targets
- by understanding the benefits of economic independence
- by understanding the benefits of staying on in learning

v. **All young people are given impartial CEIAG to help with progression**

- All can follow application procedures and prepare for interviews

- TRC students understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- All young people understand the progression opportunities afforded by each part of the curriculum
- OHS pupils progress smoothly into further education or apprenticeship training after leaving school
- TRC students' progress smoothly into further/higher education or training or employment after leaving college
- All young people complete feedback prior to leaving school / college indicating that the overwhelming majority are satisfied with the IAG and choices they have made
- Data shows that NEET figures are low and young people have progressed well

2. Pupil/Student CEIAG Entitlement Statement

To ensure all young people with Inspire Trust have access to the 5 key priorities, OHS and TRC will endeavour to provide high quality education, information, advice and guidance in a variety of means. This will include (but not limited to):

Oakwood High School:

- Admission advice
- Induction / transition days
- Working with appropriate transition agencies
- Attendance Monitoring
- Parent Evenings
- Tutor review days
- Mentoring support for students 'at risk'
- Case conferencing
- Careers Interviews
- Careers Fair
- MAP Lessons
- Work Placement
- Mock interviews
- Options guidance interviews
- Employer and University visits
- PLT support
- FE applications and support
- Pupil Voice feedback
- Results Day GCSE results
- Gathering Destination Data
- Whole school Careers into curriculum work

Thomas Rotherham College:

Pre-Entry Guidance

- Attending Partner School career events and parents' evenings
- College application interviews and admissions advice
- Initial skills assessments
- Induction Days
- Development of an annual college prospectus and website information
- Targeted transition support for identified students
- Information provided on bursary support including transport arrangements
- Enrolment guidance

On Programme Guidance

- Attendance Monitoring
- Student progress reviews & parent consultation evenings
- Case conferencing
- Access to Work Experience
- Careers Interviews
- Careers Fair
- Job Ready Event
- Make yourself Employable activities
- Preparation for HE Evening
- Employer and University visits
- Tutorials and access to tutor support
- On-going 16-19 Bursary and Care to Learn support
- CLASS and Learning Support
- HEPPSY+ GI and University of Sheffield Careers Adviser – access to them (NCOP cohort)
- Course Handbooks
- HE applications and support including widening participation and Special Considerations schemes
- College Counsellors

Exit Guidance

- Early leavers referrals to Careers/ITSS Young People's Centre
- Careers Interviews
- Tutorial specific exit guidance including job ready support
- Progression guidance on Results Day for A Level/ GCSE

Accountable & responsible for Compliance: Donna Tank (OHS) & Rachel Mullins (TRC)

3. Evaluation and Review

The CEIAG Strategy will be reviewed and amended annually as part of the Trust self-evaluation processes and reported within the Governor Strategic Monitoring Report.

In assessing the impact of this strategy, the trust will take account of outcome measures such as destination rates, and learner satisfaction. Examples of outcomes, against which this strategy will be assessed, are as follows.

- Evidence that the views of young people have triggered improvements
- Young people report high satisfaction with the CEIAG they have received in relation to the 5 key priorities
- Destination information indicates young people move into positive outcomes.
- Retention at TRC is at least at Sixth Form College average
- Young people will be involved in the self-evaluation of this strategy
- Measuring progress towards meeting the Gatsby Benchmarks using the Careers and Enterprise Tracker
- Review of the Careers and Enterprise company advisor support and network

As part of the review in meeting the 8 Gatsby Benchmarks, the key statutory completion dates will be measured and tracked as part of the Governor Strategic Monitoring Report.

Policy Review	Every 2 years
Policy to be approved by	Governor Safeguarding Panel
Date of Review	June 2023
Approved by Chair of Governor HR Panel	
Next Review	June 2025
Lead Professional	Donna Tank (Oakwood High School) Rachel Mullins (Thomas Rotherham College)
Communication	HR System / Document Library / Every System /Website



Thomas Rotherham College CEIAG Policy 2023-24

Introduction

Thomas Rotherham College is committed to offering high quality, impartial CEIAG to all our students. We aim to raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes in support of the Public Sector Equality Duty (Equality Act 2010). This will be achieved through the delivery and evaluation of our comprehensive CEIAG programmes. TRC commits to providing a universal offer of Careers Education and Information, Advice and Guidance (CEIAG) that ensures that every young person is supported to engage in learning, achieve their full potential, and progress successfully onto further or higher education, training or employment.

We also recognise that we have a responsibility to ensure all students are provided with independent careers guidance (Education Act 2011) in relation to guidance from section 45A of the Education Act 1997.

TRC has high aspirations for all young people, including those with special educational needs (SEN) and disabilities. We aim to raise the career aspirations of students with SEN or disabilities, broadening their employment prospects and supporting them in preparing for the next phase of education or training and beyond into adult life. Students with SEN or disabilities should receive independent and impartial advice about all of the education, training and employment opportunities that are on offer, including specialist provision.

As a college we endeavour to work towards the Gatsby Good Practice Benchmarks, the DFE Careers guidance and inspiration in schools' statutory guidance and other good practice guidance from the Department of Education, Ofsted, and other relevant bodies.

Outcomes for students

Our TRC Career programmes is written in conjunction with the Careers Development Institute (CDI) Framework to ensure it reflects good practice guidelines. Completion of the Compass Toolkit ensures that TRC is working towards the Gatsby Benchmarks taken from Sir John Holman's 'Good Career Guidance' <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The 8 benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Students are entitled to impartial and confidential careers education, information, advice and guidance which is inspirational, meets professional standards of practice, and is delivered by trained staff. Parents/carers are entitled to receive information and support advice in their capacity of supporting students to make well-informed realistic decisions. The careers education, information, advice, and guidance available to students will raise aspirations, challenge stereotyping, and promote equality and diversity.

All students should leave TRC, following the successful completion of their study programme, with confidence regarding their next steps having planned for their future. Students should feel equipped both in terms of academic qualification, and also in terms of their wider skills development, to take their next steps into either higher education or employment and play a positive role in modern Britain.

The College aims to provide direct experience of the world of work, a clear view of the labour market, and a good understanding of progression routes; all of which will inspire students and help them understand where their choices will take them in the future.

The College will ensure that all students have access to, and are taking advantage of, a varied CEIAG programme, incorporating a range of delivery approaches, including group seminar sessions, online via Microsoft Teams, and via the UniFrog platform.

This programme includes coverage and where applicable experience of:

- Vocational and academic routes
- Apprenticeships, including higher and degree apprenticeships
- Further and Higher Education including sponsored degrees
- Financial support including scholarships and bursaries
- Work experience
- Volunteering
- Sustainable employment
- Gap year opportunities

A successful careers guidance programme will be reflected in higher numbers of learners progressing to positive destinations such as apprenticeships, technical routes, higher education or employment. Destination measures are published in performance tables on gov.uk. The college will include these measures in its own self-assessment, as well as in year monitoring.

Policy Implementation

3.1 Leadership and Management:

The Manager for Careers and Employer Engagement (Careers Leader) coordinates the CEIAG programme. The Manager for Careers and Employer Engagement works closely with the Tutoring Manager to ensure that the programme is integrated into the Tutorial Programme options for students. The Careers Leader is line managed by a member of the college's Senior Leadership Team. They work together to ensure that the delivery of CEIAG is in line with national expectations and aligned to college values and priorities.

3.2 Governance:

To achieve the objectives of this policy, the College ensures the governing body is actively involved in shaping careers policy and strategy through meetings of the Local Governing Body.

3.3 Staffing:

All staff contribute to careers education, information, advice and guidance. Group sessions and face to face conversations are facilitated by Progress Tutors who participate in a rolling programme of training and development coordinated by the college's Tutoring and Careers Managers. The tutors benefit from regular CPD including sessions on 'Supporting students with their Options at 18+' and 'Preparing students for Additional Admissions tests and Competitive Interviews'. 4 members of the tutor team have also successfully completed a Level 2 qualification in CEIAG. The careers education, information, advice and guidance programme is planned, monitored and evaluated by the Manager for Career and Employer Engagement and, where appropriate, by the Tutoring Manager and Heads of Faculty. Administrative support is available from the Student Services team.

3.4 Curriculum:

The careers programme includes progression awareness sessions, progression guidance activities (e.g. visiting speakers, trips to employers), information and research on UniFrog, and opportunities for work-related learning via curriculum subjects (as part of the teaching schedule or by individual arrangement). Where appropriate curriculum areas will work with employers on curriculum design, materials or linked activities (for example real life briefs).

3.5 CEIAG is part of the College's progress discussions, with students leading the reviews on their progression aims; and the Progress Tutors helping to identify appropriate activities and experiences to supplement their qualification aim and increase their employability chances. Other focussed events such as the Next Steps Event, Job Ready Event and Recruitment Fair, are provided at different times of the year. The Manager for Careers and Employer Engagement works closely with the Work Placement team to provide support and opportunities for students seeking to develop employability skills and source work placements. The College's enrichment programme is promoted as a way for students to further develop and broaden their skills. Students are actively involved in the evaluation of activities and are encouraged to record this on their Personal Pathway record which incorporates their career goal, employability skills, work placement experience or voluntary work, and enrichment experiences.

3.6 Partnerships: Links exist between departments and local further education colleges and universities; for example, the University of Leicester and our Geology department; as well as SHU and University of Sheffield via HeppSY. Employer links with local and national companies such as AMRC, Department of Work and Pensions (Young People's project) and Aardvark

Swift are critical to building the College's presence in the world of work and helping to provide our students with real life experience. Consideration is also given to the CEIAG received by students before enrolling at college. Staff will work through partnerships with the feeder school liaison teams to ensure that advice and guidance is consistent and age appropriate. Where external providers, for example HeppSY, are used to support independent advice and guidance, they will adhere to the college's principles of equality and inclusion. Any activities provided by third parties will be subject to the college's policies on safeguarding students.

3.7 Resources:

Funding is allocated as part of the annual budget planning process, in the context of college-wide priorities and taking into account the particular needs of the career's education, information, advice and guidance programme. The Manager for Careers and Employer Engagement is responsible for identifying the effective deployment of resources. There is an annual budget for careers education, information, advice and guidance.

3.8 Staff Development:

General whole college staff training needs are identified centrally by the senior leadership team, with individual role-specific CPD being a focus for discussion during annual staff appraisals which are conducted with their line manager.

Monitoring, Evaluation and Review:

To ensure the robustness of this policy in meeting our organisational commitment to CEIAG the following steps will be taken:

Thomas Rotherham College:

TRC Careers Leader will meet and consult every year with contributors to the CEIAG programme; Careers Advisers, Work Placement Co-ordinators, Tutoring Manager, Learning Support and Student Wellbeing Head of Faculty, Careers Governor, and the Assistant Principal for Student Journey as well as consultation with relevant external partners such as HeppSY, Careers and Enterprise Company (CEC) Enterprise Adviser and our dedicated Employer Adviser.

The Trust CEIAG Strategy will be reviewed and amended annually as part of the Trust self-evaluation processes and reported within the Governor Strategic Monitoring Report.

In assessing the impact of this strategy, the Trust will take account of outcome measures such as destination rates and learner satisfaction. Examples of outcomes, against which the success of this strategy will be assessed, are as follows.

- Young people report high satisfaction with the CEIAG they have received
- Destination information indicates that young people progress onto positive outcomes.
- Retention at TRC is at the Sixth Form College average or better
- Progress towards meeting the Gatsby Benchmarks using the Careers and Enterprise Tracker
- Review of the Careers and Enterprise company advisor support and network
- TRC will demonstrate external quality assurance through the matrix standard

As part of the review in meeting the 8 Gatsby Benchmarks, the key statutory completion dates will be measured and tracked as part of the Governor Strategic Monitoring Report.

Policy Review	Every 1 year
Policy to be approved by	ELT and TRC LGB
Date of Review	June 2023
Approved by ELT and TRC LGB	
Next Review	
Lead Professional	Careers and Employer Engagement Manager
Communication	Via HR System and Web

Signed: Paul Jagger, Governor

Signed: Joel Wirth, Head of College