

Cramlington Learning Village

CEIAG Policy 2018-2019

Rationale

At CLV, our Careers Education, Information, Advice and Guidance (CEIAG) programme has been designed to provide our young people with the knowledge and skills necessary to make successful transitions to the next stage of their life. We believe that strong CEIAG helps to broaden horizons, challenge stereotypes and raise aspirations, providing a clearer idea of the routes to jobs and careers which are not only engaging and rewarding, but relevant in the current labour market.

Our CEIAG programme has been developed around the Gatsby Charitable Foundation's "Good Career Guidance" report which identifies eight Gatsby Benchmarks, defining a world-class standard of excellent careers guidance. The school has appointed a Careers Leader effective from September 2018 to ensure the leadership and coordination of a high quality careers programme, and who will work alongside the North East Local Enterprise Partnership (NELEP) to build an employer engagement plan in line with the requirements of the eight 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.
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.
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.
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.
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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
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.
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.
8	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. They should be expected for all students but should be timed to meet their individual needs.

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

C. Thomson July 2018

Aims

This policy sets out the nature and aims of Careers Education at Cramlington Learning Village. The aims of good quality, impartial careers education may be summarised as follows:

- To provide a planned programme of activities to which all students are entitled and have access, and to respond to the needs of each student to support their progress.
- To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
- To work in partnership with an external IAG provider, employers and other education providers to ensure all students progress to opportunities in further/higher education, training or employment
- To ensure that CEIAG is an integral part of the whole school curriculum for all students and illustrates the relevance of subject studies to later life.
- To actively promote equality of opportunity and to challenge stereotypes, helping students to overcome any overt and hidden barriers to progress that they may encounter.

Delivery

The careers programme includes careers education sessions through PSHE, career guidance activities such as individual interviews, information and research activities, and work-related learning, including employer led workshops. There will be opportunities every year for students to interact with multiple employers, with one major event such as a careers fair or business challenge taking place on an annual basis in each key stage. The careers lead will work in conjunction with the school's Enterprise Advisor to develop a plan which ensures that all students have the level of careers guidance and business interaction required to work towards the achievement of the Gatsby Benchmarks.

Staffing

Catherine Thomson – Careers Leader

The Careers Leader is responsible and accountable for the delivery of CLV's programme of careers advice and guidance. The role involves leading the team, planning and managing careers provision and working with local employers, providers, and education establishments.

Jon Bird – SLT lead for CEIAG

This deputy head teacher has strategic responsibility for CEIAG, and will oversee the school's appointed Careers Leader in delivering CLV's programme of careers advice and guidance. They will liaise with the Careers Leader to monitor progress towards achieving the Gatsby Benchmarks, in accordance with the DFE, by 2020, evaluating the effectiveness of the programme.

Gill Tate – Independent Careers Advisor

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-13. CLV fulfils its statutory obligation in CEIAG by securing the services of an external careers guidance service Aspire-Igen with Gill Tate as the external careers adviser working in school. Effective personalised IAG enhances and complements careers education and is available from Years 8 to Year 13.

Governor with responsibility for CEIAG

The school has appointed a lead governor for CEIAG who is responsible for familiarising the school's governing body with the CEIAG policy and ensuring that school staff follows statutory guidelines. They would also be expected to work to ensure sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved.

All teachers

Every teacher may, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas. Many aspects will also be delivered in home group sessions and wellbeing days. Hence all teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance

Links with the Local Authority

The school will work with the Local Authority, including sharing information regarding student destinations post-16 and post-18.

Links to other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, including;

- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities
- Pupil Premium plan

Evaluation

The quality of careers education is evaluated by;

- The analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment.
- Through surveys of students in the school and also through exit surveys towards the end of Year 11 and Year 13.
- Feedback from students who have used the services of the independent careers adviser
- Feedback from employers
- Reporting to SLT and the governors annually.

The Careers Hub

CLV have secured membership of the North East Ambition: Careers Hub' which will support schools and colleges in the region to implement and achieve the 8 Gatsby Career Benchmarks. Delivered by The Careers & Enterprise Company in partnership with the North East Local Enterprise Partnership (LEP), the North East Ambition: Careers Hub will comprise of 40 secondary schools who will work with universities, training providers, employers and career professionals to improve careers education. They will be supported by a 'Hub Lead' and Enterprise Coordinators who will help coordinate activity and build networks.

Enterprise Advisor Programme

The NELEP have worked with CLV to identify and appoint an appropriate enterprise advisor. The enterprise advisor programme embeds business leaders in to schools on a voluntary basis to support with the delivery of careers education. They aim to identify possible employer interactions within the curriculum or PSHE programme, and provide opportunities for students to engage with the world of work. Vicky Judson represents Draeger as CLV's Enterprise Advisor. Vicky leads HR at the Blyth site of the business.

North East Network Meetings

The Careers Leader will attend scheduled network meetings across the year to share good practice with representatives from other schools and colleges, to gain access to experts in the various aspects of the Gatsby Benchmarks, and to make connections with other organisations who could work with the school to provide strong CEIAG.

Summary of provision

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	By the end of this key stage, students will have...
Key Stage 3	<ul style="list-style-type: none"> • Had access to independent and impartial careers guidance • Accessed and used information about career paths to inform their own decisions on study options • Received an interview with a senior member of staff regarding their GCSE subject choices and potential career plans. • Participated in Year 9 careers day, interacting with a range of organisations and raising awareness of potential career paths and qualifications required. • Interacted with a STEM organisation, highlighting careers in STEM industries, and challenging gender stereotypes. • Experienced subject lessons where teachers highlight the relevance of their subjects for a wide range of future careers • Had multiple opportunities to learn from employers (wellbeing days, master classes, assemblies etc.) • Interacted with organisations in Years 7 and 8 as part of the PSHE “guest speaker” programme and the Learn to earn wellbeing day.
Key Stage 4	<ul style="list-style-type: none"> • Accessed and used labour market information to inform their own decisions on study options. • Participated in a STEM challenge, interacting with organisations from STEM industries • Experienced subject lessons where teachers highlight the relevance of their subjects for a wide range of future careers • Had multiple opportunities to learn from employers (wellbeing days, master classes, assemblies etc.) • Attended an options evening to discuss post-16 choices with CLV subject staff, or college/apprenticeship opportunities with our impartial professional careers adviser • Had opportunities for guidance interviews with our impartial professional careers adviser • Accessed advice at an individual interview with a senior member of staff, receiving guidance and support to help them firm up their choices post-16 and think about the implications. • Chosen and applied for an appropriate opportunity post-16 • Made a back-up plan in case things go better or worse than expected.
Key Stage 5	<ul style="list-style-type: none"> • Received an introduction to accessible routes in to university through Newcastle Partners Programme and Durham Supported Progression. • Accessed and used labour market information to inform their own decisions on study options, increasing knowledge of careers available at ages 18 and beyond • Experienced subject lessons where teachers highlight the relevance of their subjects for a wide range of future careers • Had multiple opportunities to learn from employers (wellbeing days, master classes, assemblies etc.) • Had the opportunity to attend two university open days to help inform their next steps if they are intending on going on to higher education. • Had opportunities for guidance interviews with an impartial professional careers adviser if they are intending on going in to employment. • Been supported through the decision making process regarding Higher or Further Education as well as alternative routes such as apprenticeships and employment after Year 13 through the Sixth Form Studies programme. • Had the opportunity to take advantage of further work experience opportunities. • Enhanced those personal and employability skills valued by employers through completing the ESH employability programme, interacting with 5 organisations. • Participated in a community project, working with a variety of organisations and exploring career paths supporting the local community. • Attended a careers/futures fair to meet a range of organisations and higher education providers to discuss opportunities post-18.