

POLICY

Careers Education, Information Advice and Guidance

Senior Team Responsibility:
Vice Principal

Reviewed:
Jan 2025

Next Review Date:
Jan 2026

Introduction

Careers education, information, advice, and guidance (CEIAG) is an essential part of the support we offer to students at CCR. Effective careers support can help to prepare young people for the opportunities, responsibilities, and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the College curriculum. All members of staff at CCR are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students. This policy sets out how career activities are delivered at the College and explains what stakeholders can expect from the careers programme.

Aims and objectives

The CCR careers programme aims to:

- encourage students to be ambitious, broaden their horizons and raise their career aspirations throughout their time at the College.
- ensure students' readiness to take their next step in their learning or career. CCR follows the principles of the Gatsby Benchmarks (see Appendix 1).

The objectives for the careers programme are as follows:

1. helping students to understand the changing world of work
2. facilitating meaningful encounters with employers and employees for all students
3. supporting positive transitions post-16
4. enabling students to develop the research skills to find out about opportunities
5. helping students to develop the knowledge, skills, attitudes and qualities to make a successful transition to the next stage of their life
6. encouraging participation in continued learning, through encounters with further and higher education and apprenticeships
7. supporting inclusion, challenging stereotyping, and promoting equality of opportunity, supporting social mobility.
8. contributing to strategies for raising achievement, particularly by increasing motivation.
9. To link careers learning to curriculum learning.

Commitment

The College is committed to providing all its students with a planned programme of careers

As a college we are committed to Safeguarding and promoting the welfare of children and young people. To achieve our commitment, we will ensure continuous development and improvement of robust Safeguarding processes and procedures that promote a culture of Safeguarding amongst our staff and volunteers.

Associated Documentation:

Section 42B of the Education Act 1997, 2011 & 2023

Equality Act 2010: Advice for Schools (DfE)

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

Appendix 1: 8 Gatsby Benchmarks

education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. It is also committed to maximising the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers, and other local agencies. 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.

Management

The Personal Development Director has strategic and co-ordination responsibility for CEIAG. The Personal Development Director will review and evaluate the provision with all stakeholders including young people and the external stakeholders, considering the College's destination measures.

Curriculum Provision

There is a planned CEIAG programme across the school which enables our young people to:

- develop themselves through career and work-related education, including Labour Market Information
- learn about careers and the world of work
- develop career management and employability skills
- have access to a variety of employment information through local employee events held at the College.

Personal Provision

Elements of the above will require access to individual information, advice, and guidance through:

- internal staff, external careers practice interviews, and employers and visitors.
- external sources using email, telephone, careers software and websites such as: The National Apprenticeship site, the National Careers Service etc. The College will secure access to face-to-face external specialist careers guidance through MYPATH.

Provider Access Policy

CCR is committed to providing a planned programme of careers education, information, and guidance for all students in Years 7-11:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a stable 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.

See the Provider Access Policy for more information.

Monitoring, Evaluation and Review

The school will continuously monitor its CEIAG offer and seek further improvement. The effectiveness of this policy will be measured in a variety of ways:

- feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey
- feedback from external visitors to the school such as Ofsted
- 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.

Appendix 1

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.