



# Careers Education, Information, Advice and Guidance (CEIAG)

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## 1. Audience

The Nicholas Postgate Catholic Academy Trust careers policy is aimed towards the Central Trust, schools, parents, carers, governors, employers, stakeholders and the wider community.

## 2. Purpose

All pupils have a statutory entitlement to receive impartial careers guidance, including access to careers services and to a wide variety of up to date resources and information. We believe it is paramount that those who teach and support learners understand and can explain the different progression routes to all pupils. This further extends to parents/carers and teachers being able to engage in meaningful discussion with pupils regarding the range of choices available to them at crucial transition points in their education. In order to support all pupils on their journey we must provide personalised, impartial Careers Education, Information, Advice and Guidance (CEIAG) of the highest quality.

## 3. Policy Statement

Nicholas Postgate Catholic Academy Trust is committed to delivering a world-class career education, information, advice and guidance (CEIAG) to its pupils. All schools within the Trust will offer provision to meet the needs of our pupils in line with the Gatsby Benchmarks and the Baker Clause. The Trust aims to broaden the horizons of its pupils and give them the opportunity to be the best they can be, in all aspects of their life, including their future career progression when they leave our Trust.

We recognise the importance of excellent careers education, information, advice and guidance and giving our pupils the skills to manage their choices when they leave us. This policy sets out expectations for all schools within Nicholas Postgate Catholic Academy Trust in order to ensure its schools meet the statutory guidance set out in the Department for Education Careers Guidance and Access for Education and Training Providers (2018) and the refers to the following legislation Sections 42A, 42B and 45A of the Education Act 1997 Section 72 of the Education and Skills Act 2008 Schedule 4 (15) of the School Information (England) Regulations 2008.

NPCAT uses the Gatsby Benchmarks as a guide to plan our PHSCCE & Future-Proof Careers Programmes. As part of our commitment to informing our pupils of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to pupils. This policy statement sets out the Trust's arrangements for managing the access of providers to pupils in our schools, the purpose of giving them information about the provider's education or training. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7 to 13 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- 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.

Opportunities for providers to speak with pupils may include school assemblies, employer and provider engagement events. The Future-Proof Careers Programme is monitored for quality and impact by the Trust Careers Lead for secondary schools.

Monitoring access to and opportunities to engage with, technical, vocational and training providers will form part of this process. A number of events, integrated into the school careers programme, will offer employers an opportunity to come into schools to speak to pupils and/or their parents/carers. All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the school, interruption to preparation for examinations or rooming and space availability to host the activity. This will all be discussed and agreed in advance of the visit with the Trust Careers Leader or a member of their team. NPCAT, in view of COVID arrangements, will have a digital platform to engage with the pupils in view of government guidelines. The school will host video conferencing events, YouTube videos and MP4 audio files for pupils to reflect upon regarding; employment, apprenticeships, training providers and employers.

Please contact the Trust Careers Lead for secondary schools if you would like to be a part of the Future-Proof careers programme. Assessment of the impact of the careers programme on pupils. NPCAT is currently initiating a yearly survey to assess the impact of the Future-Proof Careers Programme on our pupils, parents/carers, teachers and employers. We also include questions based on the impact of the Careers Programme within our Parent Evening survey. Survey information received will be published on the Careers Programme webpage. Findings will be discussed with the Best Practice Group members (SLT)

## 4. Scope

The NPCAT will adhere to the 8 GATSBY BENCHMARKS from the Gatsby Charitable Foundation, titled "Good Career Guidance." Learners will have access to a Future-Proof careers programme which has been designed to prepare pupils for future learning and work. The programme has been mapped to meet the eight Gatsby benchmarks, CDI and Regional Progression frameworks ensuring a high quality careers programme.

Opportunities for advice and support are tailored to the needs of each pupil. The Trust careers programme will support and guide pupils in order to achieve their goals. The program will be linked to the curriculum. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. Pupils have opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Within a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes. Experiences of workplaces. Pupils have first-hand experiences of the workplace through work visits, work shadowing and virtual work experience to help their exploration of career opportunities and to expand their networks. Pupils are given the opportunity to have encounters with further and higher education providers. This includes both academic and vocational routes and learning in schools, colleges, universities. All pupils are given two or more opportunities for guidance interviews with a Trust Careers Adviser.

The programme will consist of:

- accelerate essential skills for the future;
- employability & digital;
- meet and be the employer;
- be an entrepreneur;
- self discovery;
- world of work;
- future jobs & LMI;
- STEM after schools clubs;
- explore progression pathways;
- alumni activity;
- business games and enterprise competitions;
- careers fairs;
- employer encounters with parents;
- employer involvement in the curriculum;
- employer talks;
- mock assessment centres;
- speed networking/careers carousels.

Digital video diaries, together with skills and knowledge attained throughout the year will be assessed in the careers sessions as a record of achievement. All learners will have access to all their careers activities and careers personalised action plans on the careers website.

## 5. Requirements

NPCAT will assign a designated governor for each Secondary School who will be responsible for careers in schools nominated by the Trusts governing body. The designated person will ensure arrangements are put in place to allow a range of training providers access to all pupils in years 7 to 13 informing them about approved technical education qualifications.

### Trust Careers Leader

#### Leadership

- Leading the team of teachers, administrators, external partners and others who deliver career guidance.
- Advising the senior leadership team on policy, strategy and resources for career guidance and showing how they meet the Gatsby Benchmarks.
- Reporting to senior leaders and governors.
- Reviewing and evaluating career guidance and providing information for school development planning, Ofsted and other purposes.
- Preparing and implementing a career guidance development plan and ensuring that details of the careers programme are published on the school's website.
- Understanding the implications of a changing education landscape for career guidance, e.g. technical education reform.
- Ensuring compliance with the legal requirements to provide independent career guidance and give access to providers of technical education or apprenticeships, to pupils in schools, including the publication of the policy statement of provider access on their website.

## Management

- Planning the programme of activity in career guidance.
- Briefing and supporting teachers involved in career guidance.
- Monitoring delivery of career guidance across the eight Gatsby Benchmarks, using the Compass evaluation tool.
- Supporting tutors, providing initial information and advice.
- Managing the work of others e.g. Careers Advisers and administrative and other staff involved in the delivery of career guidance.
- Monitoring access to, and take up of guidance.
- Ensuring colleges and apprenticeship providers have access to the school to share opportunities with all pupils.
- Managing the careers budget as appropriate.
- Managing their own CPD and supporting the ongoing CPD of colleagues in the careers team.

## Networking

- Establishing and developing links with FE colleges, apprenticeship providers, university technical colleges and universities.
- Establishing and developing links with employers.
- Negotiating a service level agreement with the local authority as appropriate.
- Commissioning career guidance services where appropriate.
- Managing links with the LEP and other external organisations.
- Securing funding for careers related projects.
- Building a network of alumni who can help with the career guidance programme.

## Careers Coordinator

- Managing the provision of career and labour market information.
- Managing the careers section of the school's website, ensuring information is accurate and up to date.
- Liaising with the PSHE leader and other subject leaders to plan their contribution to career guidance.
- Liaising with tutors, mentors, SENCO and heads of year to identify pupils needing guidance.
- Referring pupils to Careers Advisers.
- Coordinating encounters with employers and work experience.
- Communicating with pupils and their parents/carers.

**Trust Careers Adviser** Providing information, advice and guidance to pupils one-to-one and in groups. Careers Administrator Supporting the Careers Leader by undertaking a range of administrative and logistical tasks.

**CEC Enterprise Adviser** A volunteer from business who will work with the Careers Leader and the senior leadership team to drive improvements in the school's careers provision.

**CEC Enterprise Coordinator** Providing schools with a local source of expertise and support for their careers provision.

**Trust Best Practice Group** - SLT from across all schools evaluate the careers programme and share best practice.

## Monitoring, Review and Evaluation

The programme is regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

## 6. Definitions

<b>NPCAT</b>	Nicholas Postgate Catholic Academy Trust
<b>PHSCCE</b>	Personal, Social, Health, Citizenship, Careers and Finance and Economic Awareness
<b>CDI</b>	Careers Development Institute
<b>CEC</b>	Careers Enterprise Company

## 7. Legislation

- [Sections 42A1, 42B and 45A of the Education Act 1997](#)
- [Section 72 of the Education and Skills Act 2008](#)
- [Schedule 4 \(15\) of the School Information \(England\) Regulations 2008](#)

## 8. Related Policies

- Baker Clause from January 2018, a new duty to provide opportunities for “a range of technical education and apprenticeships to access pupils and inform them about technical qualifications and apprenticeships” was established. Every school is expected to publish a provider access policy which sets out their arrangements for education and training provider access to pupils and the access policy should be signed off in agreement with the governing board.
- [NPCAT Safeguarding & Child Protection](#)
- [NPCAT Educational Visits](#)
- [NPCAT GDPR Privacy Notice](#)
- [NPCAT Governor Visits Policy](#)
- [Remote Learning Policy](#)
- [NPCAT SEND Policy Statement](#)
- [NPCAT Student Behaviour Policy](#)
- [Quality in Careers Standard](#)
- [Implementing Gatsby](#)

## 9. Related Procedures

- Teaching and Learning Policy;
- Single Equality Scheme;
- Child Protection Policy;
- DfE Careers Guidance; and
- Inspiration in Schools (April 2014);
- Parent/Carers' Entitlement.

## 10. Supporting Information / WebsEducation Act, 2011

Website links referenced in the document listed below

CDI	<a href="https://www.thecdi.net/Careers-Framework">https://www.thecdi.net/Careers-Framework</a>
Gatsby Benchmarks	<a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>
Statutory Guidance	<a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a>
Regional Progression Framework for HE	<a href="https://www.outreachnortheast.ac.uk/media/1104/north-east-regional-progression-framework.pdf">https://www.outreachnortheast.ac.uk/media/1104/north-east-regional-progression-framework.pdf</a>
A guide for secondary school governors	<a href="https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1246_guide_for_governors_digital_1.pdf">https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1246_guide_for_governors_digital_1.pdf</a>
Gatsby Toolkit	<a href="https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1041_gatsby_toolkit_for_schools_final.pdf">https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1041_gatsby_toolkit_for_schools_final.pdf</a>
The Future of Work Jobs and Skills 2030	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303334/er84-the-future-of-work-evidence-report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303334/er84-the-future-of-work-evidence-report.pdf</a>
Ofsted	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a>



## 11. Contacts

Add contact details of the procedure owner and any other staff member responsible for this policy document.

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