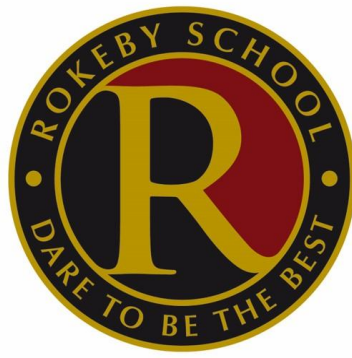




Careers Education Information Advice & Guidance (CEIAG) Policy

Last reviewed	January 2026
By	Curriculum and Community Committee
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Newham Community Learning

Respect, Success, Passion for Learning, Personal Challenge & Harmony

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1. ETHOS

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. The careers programme at Rokeby School is committed to delivering high quality Careers Education, Information, Advice and Guidance (CEIAG) by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration, supported and independent career management, work related learning and a step into work programme that develops employability skills.

Rokeby endeavours to follow the National Framework for Careers Guidance and Inspiration in Schools (March 2015).

For the purpose of this policy the following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

2. AIMS

The school aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work, including apprenticeships. Our model for CEIAG is based on the following objectives that underpin the quality of our provision in school, which is informed by the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education:-

1. Developing students' self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values through guided teacher/careers adviser activities with students;
2. Encouraging and supporting career exploration and research through curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources and taking part in registration presentations.
3. Providing work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future;
4. Developing skills and professional ethics to meet the demands of a changing work environment;
5. By embedding all of the above, increasing students' confidence and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.
6. Providing a safe environment for students to ask questions and develop their understanding of post-16 opportunities. All external facilitators are DBS checked before arrival. Facilitators are accompanied by a Rokeby staff member when on site, and are informed of our school's safeguarding and child protection protocols

3. ROLES AND RESPONSIBILITIES

Head teacher: It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

SLT lead for CEIAG: The school has appointed a member of the senior leadership team to lead CEIAG. The SLT lead will advise on and oversee the management of CEIAG.

SLT Careers Lead: Adil Uddin. Email: adil.uddin@rokeby.ncltrust.net

Careers Personal Advisor: The school provides access to an appropriately qualified Careers Personal Advisor through Inspire – Lisa Parillon-Langlais.

The Personal Advisor will work with individual students as well as groups of students where relevant to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate.

All teachers: Every teacher as part of registration, will deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas and hence all teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance.

Governors: The Governing body's links to work places and industry to create opportunities for students

Consultation: Reviews involving all stakeholders will be held annually.

4. PROVISION

Rokeby is committed to providing an effective careers education programme that prepares students for the next steps in their education, training or employment. The school is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to aim high and enter the full range of professions and careers.

Equalities: Rokeby consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Careers Education: Careers education is embedded within tutor time for Years 7-11, Inspiring Futures for Years 7,8,9 with FCA, Careers day/week for all Year 9, individual guidance sessions for Years 10 and 11, Future Pathways for Year 11s, All curriculum areas provide careers information and education and industry-related knowledge and help students think about the skills that can be applied in different jobs.

Careers information: Rokeby is committed to ensuring students gain sufficient information to consider a range of career possibilities and support decision making. The school provides comprehensive careers information and education and access to careers websites. There is a dedicated and fully resourced careers section in the library with a range of prospectuses, as well as online packages and careers websites. Resources available are differentiated to suit individuals and groups according to their needs and requirements.

Careers guidance: The school ensures that careers guidance is impartial through employing a dedicated careers guidance professional. Action plans demonstrate the Careers Advisor is supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. The targeted support to students at strategic points during the school year meets students' needs (e.g. preparation for GCSE or A Level options subjects, or on college open evenings). As well as this, the Careers Advisor is available for parents/carers on parents' evenings for KS4

Work-Related Learning: Rokeby is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision. The school is committed to providing a step into work programme to provide students with first-hand knowledge of the world of work. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market.

In the spring term of each year, the school has a designated Careers Week to link curriculum to careers. Workshops are developed and delivered with local employers with the aim to 'skill up' young people in preparing for the world of work by exploring in greater detail areas such as CV writing, applying for jobs, developing skills to increase employability, money management, etc. Year 10 are afforded the opportunity to apply for Work Experience in the Easter holidays.

5. YEAR GROUP FOCUS

Year 7 and 8	<i>Focus: identifying and developing work related skills</i> This will involve: • Careerpilot • CEIAG registration materials • Inspiring futures (my skills, my knowledge, my future) • Identifying and developing employability skills • Inspiring Futures (my finances, my careers) • Personal Finance
Year 9	<i>Focus: Developing personal skills and making informed choices</i> This will involve: • Career choices/making choices • Inspiring futures (goals and aspirations) • Options evening • CEIAG registration materials • Careers day • Raspberry Pi National competition STEM • Personal finance • Careerpilot
Year 10 & 11	<i>Focus: Bringing the world of work to life and understanding post16 progression routes available</i> This will involve: • Work experience • Future Steps month • Introduction to CV writing and interview skills • Information evening • Weekly CEIAG • Post 16 Options- assemblies • Future Pathways • Apprenticeships workshop • 1 to 1 careers interviews • Resilience skills

6. GATSBY BENCHMARKS

1. A stable careers programme

We have a clear careers policy for all students which can be accessed by staff, parents/carers and governors.

Students have an adaptive careers programme that caters to their needs as they progress through KS3/KS4.

2. Learning from career and labour market information

Through tutor-time activities students are able to access guidance on careers paths and labour market. All students have access to Careerpivot where labour market information is detailed.

Students engage with the latest labour market information and make choices accordingly.

3. Addressing the needs of each pupil

KS3, Inspiring futures ensure all students have the opportunity to develop employability skills. In KS4, questionnaires are used to ascertain students' interests to deliver provision around student-specific needs.

Students develop key skills and provision is student-driven.

4. Linking curriculum learning to careers

All departments are given guidance on linking curriculum to careers which is embedded in schemes of learning.

Students aware of various career-pathways available to them.

Students also aware of relevance of learning and the application of curriculum.

5. Encounters with employers and employees

From year 7 to 11 students take part in a variety of careers workshops involving colleges, businesses and external organisations. These workshops include CV writing, interview skills, enterprise and business skills.

Students have a variety of opportunities to engage with employment and understand the key skills needed for the world of work.

6. Experiences of workplaces

In year 10 students have the opportunity to apply for work experience.

Students are aware of work environment responsibilities and develop skills for the future.

7. Encounters with further and higher education

Before students leave Rokeby they have an opportunity to speak to a range of colleges specialising in a variety of academic and vocational qualifications.

Students make informed choices about post-16 options and pathways. NEET figures below national average; post-16 guidance effective.

8. Personal guidance

All students are given personal careers guidance by the end of Year 11.

Action plan shared with parents/carers- used for applications

7. PROVIDER ACCESS

Provider Access

This statement sets out Rokeby school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. The Baker Clause stipulates that **schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.**

Student entitlement

At Rokeby, all students in Years 7 to 11 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; to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships- through options events, assemblies, registration activities, individual careers advice and wider careers events; to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact Mr Adil Uddin.

Telephone: 020 7540 5620 ext 124

Email: adil.uddin@rokeby.ncltrust.net

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak with students and/or their parents/carers. Please see our Careers calendar for the events that we are offering to the students.

Premises and facilities

The school will make the main hall, classrooms, other halls or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead. Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for attention of the Careers Lead. This will then be placed in the Careers section of the school library, which is available to students.