Careers Education, Information, Advice and Guidance Policy

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Within The St Lawrence Academy, we strive to create a learning environment at the heart of our community with a curriculum, experiences, and relationships in which all individuals can find expression, be nourished, and developed. Anchored in our mission to **transform lives** and our foundational conviction that our students and staff are our greatest treasures, we promote care and respect while expecting high standards across all aspects of academy life. Underpinned by our inclusive Church of England ethos, the academy is dedicated to fostering a secure, compassionate culture characterised by our core values of **Truth, Justice, Forgiveness, Generosity, and Respect**

These core values, vision, and ethos have directly determined the principles, programme structure, and guidance set out within this policy. Recognising every student as a unique and valued individual, we operate with high aspirations, shared responsibility, and practical support to broaden horizons and prepare young people for their future pathways. Grounded in Truth, Generosity, and Respect, we commit to impartial advice, meaningful employer encounters, and strong partnerships between home, school, and the wider community so that all students feel empowered, fully supported in their decisions, and equipped to thrive in life beyond the academy.

1.0 Academy Vision

1.1 The St Lawrence Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond academy and college. At The St Lawrence Academy we pride ourselves on 'Treasuring Everyone, Transforming Community'

Our inclusive Church of England Academy seeks to provide a transformational journey. We do this by encouraging all members of our academy community to:

Live well with one another
Treat yourself and others with dignity and respect
Be supported in building hope and aspiration
Be provided with essential wisdom, knowledge and skills for the future

In addition to this, we actively promote and encourage positive virtues and traits on a daily basis, these include:

- seek good
- show resilience
- feel empowered
- be advocates of change
- work together effectively as a team
- Show empathy and tolerance to others
- show generosity, respect, justice, forgiveness and be truthful.

We create a stimulating, challenging and rewarding learning environment in which all are supported to flourish and strive for excellence. We help our students feel strong today so they can have bright hope for tomorrow.

1.2 The board of governors have therefore adopted this policy in order to provide a clear commitment to and framework for careers education, information, advice and guidance (CEIAG).

2.0 Policy Scope

2.1 This policy covers CEIAG given to students in Key Stages Three and Four.

2.2 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 academy regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance

2.4 This policy accepts the newly revised 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.5 This policy covers the legal duty of academies to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the academy.

2.7 All members of staff at The St Lawrence Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Senior Leader for Development and Achievement.

2.8 It is important therefore that students leave the academy aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1 To ensure that all students at the academy receive a stable careers programme

3.1.2 To enable all students to learn from information provided by the career and labour market

3.1.3 The CEIAG programme should be individual and address the needs of each student

3.1.4 To link the curriculum learning to careers learning

3.1.5 To provide students with a series of encounters with employers and employees

3.1.6 To provide students with experiences of workplace(s)

3.1.7 To ensure that students have a series of encounters with further and higher education

3.1.8 To provide each student with the opportunity to receive personal guidance

3.2 The aims and objectives of Work Experience are as follows:

3.2.1 The chance to practice knowledge and skills learnt in the classroom in a working setting

3.2.2 Better understanding of how organisations work and what a work environment is like

3.2.3 Exposure to 'real' work can help students have a more mature attitude to work and increased motivation to study

3.2.4 An insight into relevance to working life of academy subjects

3.2.5 Greater awareness of the range of opportunities within an organisation

4.0 Academy Responsibilities

4.1 The academy has a series of statutory duties:

4.1.1 All registered students at the academy must receive independent careers advice in Years 7 to 11

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the student

4.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

4.1.6 The academy must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6. This policy and these arrangements must be published

4.2 The academy will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross-reference with the objectives of this policy cf. Section 3

4.3 The St Lawrence Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The academy will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the academy (e.g. academy Improvement Partner or Ofsted)

4.5 Impact of the careers programme is measured through regular surveys of students, parents and other stakeholders, including external providers.

5.0 Governor Responsibilities

5.1 The board of governors will ensure that the academy has a clear policy on careers education, information and guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the academy's legal requirements

5.2 The board of governors will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 11.

5.3 There will be a member of the board of governors who takes a strategic interest in CEIAG and encourages employer engagement

5.4 The policy is reviewed every three years, or in the light of new government guidance.

6.0 Provider Access - please see the provider access policy

7.0 Work Experience

7.1 The DfES have defined work experience as:

7.1.1 'A placement on an employer's premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.'

7.2 Work experience is governed by the Education Act, 1966 (as amended by the academy Standards & Framework Act, 1998). Under this legislation, the main features of work experience are:

- only students in their last two years of compulsory schooling, or students taking post-16 courses are eligible
- placements occur on employers' premises
- a placement can vary, but most are for a minimum of one week

7.3 Work Experience is for many young people the first opportunity they have to experience first-hand what it is like to be in the workplace. It is a valuable and essential part of their education and provides opportunities to learn about skills, work structures, duties and responsibilities that exist within organisations.

7.4 The academy considers all of the following when planning the role of work experience in the academy (see Appendix 2)

7.5 Employers value work experience because it helps young people develop interpersonal and employability skills and become more aware of how businesses work. The value of a work placement is that by putting students into real business situations, they start to have an awareness of many aspects of working life that can be extremely difficult to convey in a classroom setting. Many students are inspired by the experience although some are simply driven toward academic successes and further qualifications.

7.6 Many of the skills that employers want from their employees can be developed, refined and evaluated during a work experience placement. These skills are common to nearly all sectors of the economy and include being:

- Effective communication
- Ability to work with others
- Ability to solve problems

- Effective planning and organisation
- Ability to use their own judgement
- Showing initiative
- Ability to complete tasks and meet deadlines
- IT literate
- Competent working with numbers and data

8.0 Monitoring, Evaluation and Review

8.1 The Headteacher will ensure that:

8.1.1 The work of Leader for Personal Development and CEIAG events are supported and monitored

8.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

8.2 The effectiveness of this policy will be measured in a variety of ways:

8.2.1 Feedback from stakeholders through various mechanisms such as student and parent surveys;

8.2.2 Feedback from external visitors to the academy such as the academy Improvement Partner (SIP) or Ofsted;

8.2.3 The number of students who are NEET in October having left the academy in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar academies both nationally and within the county.

8.3 The governors of The St Lawrence Academy will review this policy every three years.

Linked Documents

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

Adopted by the Board of governors: July 2020
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Appendix 1: The 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.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

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.

- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations
- Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions
- All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations.

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.

- By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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.

- Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.

*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

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.

- By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

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 academies, colleges, universities and in the workplace.
*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

- By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

8. Personal guidance
Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of academy staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2: Work Experience Considerations

