



# **CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY**

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**Effective Date: April 2016**

**Last Reviewed: April 2017**

**Reviewed by: Mrs J L Devereux**

**Next Review Date: April 2018**

## **Rationale**

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The school will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the Qualification Pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

## **Purposes & Aims**

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The school is committed to not just fulfilling its statutory requirements in this area but providing all students with exceptional support, information, advice and guidance throughout their time at Sandy Upper School.

The aim of CEIAG is to enhance the provision made so that students are prepared firstly for the transition to the next stage of education, training and/or employment, as well as supporting them towards their ultimate career pathway. This will be achieved through:

- Contexts that help raise motivation and attainment
- Helping students to follow courses that are appropriate to their needs
- Helping students with their self-awareness and self-development
- Improving understanding of the world of work
- Helping students practice career exploration skills and gain an understanding of the full range of options
- Ensuring appropriate provision and guidance
- Successful transition to the next stage of education and employment
- Empowering students to plan and manage their own futures
- Offering a responsive service that allows time for face to face guidance
- Providing comprehensive and unbiased information, advice and guidance
- Helping students to develop career management skills, e.g. excellent job/course applications and how to make effective decisions
- Actively promoting equality and challenging gender stereotypes

## **Methods**

The methods by which the CEIAG will be delivered to accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum (Enterprise projects, visits to colleges/taster days)
- Promoting awareness of the world of work (visitors from business, work experience, careers fair and workshops.)
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement (Armed Forces days and visitors, visitors from other educational institutions and working with Sixth Forms, skills shows visits)
- Promoting awareness and understanding of work, industry, the economy and community (Dedicated careers lessons as part of Form time and collapsed timetable days)
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance (options evenings, careers fair, visits, breakfast club and independent one to one careers interviews)
- Enabling students to make considered decisions in regard to future choices

- Maintaining and developing effective links with key partners including the guidance service of Develop and 4YP, Local Universities, Enterprise Organisations, other educational establishments and local industry and business leaders (through local networks or national programs such as Inspiring the Future)
- To prepare students' for transition to Further Education or employment with training

Each curriculum area identifies Careers Education elements and includes these in lesson planning.

- Schemes of Work should recognise the importance of Careers Education
- Lesson plans should include work related learning opportunities, where appropriate
- Departments should display subject links to occupations and progressions

Specifically, impartial and independent IAG is provided to students through a number of on-going delivery methods:

- FE tasters and assemblies
- University Tasters, Higher Education Fairs, University talks.
- Access Associates Programme (University student visits)
- Industry specific talks and presentations
- Form Time activity programme using various activities to include websites such as "Plotr" and "National Careers Service", UCAS, and Apprenticeship websites.
- Interviews and meetings with relevant House Staff to explore options
- Formal "face-to-face" advice and guidance interview with the CEIAG Coordinator
- Further guidance from external agencies such as University of Bedfordshire and 4YP to be available where necessary
- Group work for specific pathways (apprenticeships)
- Display boards

## **Review**

We will continue to evaluate the programme to strive to improve effectiveness against the learning outcomes. The Strategy to implement the CEIAG Policy will also continually be reviewed to ensure we are offering the best possible provision.

Each academic year the Principal, along with the CEIAG Coordinator, will write an Action Plan to be incorporated into the School Development Plan. The Action Plan will be reviewed annually and the provision on offer to students will be audited utilising an adapted version of the National Foundation for Education Research CEIAG Audit tool.

[http://www.nfer.ac.uk/publications/99944/99944\\_home.cfm](http://www.nfer.ac.uk/publications/99944/99944_home.cfm)

## **Guidance**

This policy has been written with regard to the updated (April 2014) Duty on schools to provide independent and impartial Careers Guidance and Inspiration for pupils

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302422/Careers\\_Statutory\\_Guidance\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf)

and the accompanying Departmental Advice document

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302424/Careers\\_Non-Statutory\\_Departmental\\_Advice\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf)