



# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Policy/Procedure creator: Kate Williams

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Current process reviewed by	Kate Williams
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## Key staff involved in the process

Head of centre	Mandy Ellen
Senior leader(s)	Mandy Ellen and Emma Finch
Exams officer	Kate Williams
Other staff (if applicable)	Claire Ross (SENDSCO)

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

Policy/Procedure creator: Kate Williams

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### Key staff involved in the process

Head of centre	Mandy Ellen
Senior leader(s)	Mandy Ellen and Emma Finch
Exams officer	Kate Williams
Other staff (if applicable)	Not Applicable

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

## Introduction

At MEPA Academy we believe that all students are entitled to a careers programme which includes information, advice and guidance. Careers education, information, advice and guidance (CEIAG) will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to develop the knowledge, understanding and skills they need to make informed decisions about their future and manage transition into learning and work. CEIAG will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student.

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### 1.0 School Vision

Developing caring, confident and creative students who achieve excellence.

### 2.0 Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- The policy has been reviewed in line with the recently published DfE guidance document Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (DfE, October 2018)
- This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. (See Appendix 1)

- This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 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 school.
- 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.
- All members of staff at MEPA 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 Careers Leader.
- It is important therefore that students leave school 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 Aims**

Our aim is to work with young people, parents, staff, governors, trust partners and members of the local community to prepare learners to leave school as ‘caring’, ‘confident’ and ‘creative’ young people who are able to make the right choices for themselves. The aims of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11

- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. (See Section 9.0)
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. (See Section 9.0 and Appendix 2). This policy and these arrangements must be published.
- The school 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 aims of this policy (See Section 3.0)
- MEPA 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 pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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.
- The school 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 school (eg. School Improvement Partner or Ofsted)

## **5.0 Provision**

We are beginning to develop a Careers Library where students will be able to find information regarding colleges, universities, and different career choices. Parents are encouraged and kept informed by open event dates sent in letters and newsletters. Careers activities are cross-referenced with the Careers Development Institute framework for careers, employability and enterprise education (7-19).

### **Key Stage 3 Provision**

In Key Stage 3, careers education is delivered through our PSHE programme, which is incorporated into the scheme of work. Students are made aware of where to find information, build up soft skills and how to be successful and mix with others. During careers sessions our focus is on introducing different career choices, career paths and options post 14.

### **Key Stage 4 Provision**

In Key Stage 4, careers education is delivered through our PSHE programme, working towards producing a personal statement, giving students awareness of business ethics and helping to develop interview skills. During careers sessions, our focus is on making our students aware of career opportunities, post-16 options and the college application process. PSHE sessions in the first term

involve external employers and training providers and this gives students the opportunity to speak to representatives from different industries. Through these events, we are able to build up links with people from a variety of businesses and training providers. Our disadvantaged students are supported through our SEN (Special Educational Needs).

Effective CEIAG will empower our students to:

- Understand themselves through self-awareness and self-development
- Identify their skills, aptitudes and achievements
- Take responsibility for their own progress
- Build their confidence and self-esteem
- Take an active role in investigating opportunities for learning and work
- Investigate different occupations and qualifications required
- Knowledge of qualifications, routes and pathways
- Develop skills for career management and employability
- Prepare for employability by enhancing skills – literacy, numeracy and ICT
- Make full use of CEIAG events that help prepare them for learning and work including application and CV writing and mock interviews.

## 6.0 Implementation

Role	Responsibility
Careers Lead	To ensure that the school fulfils its responsibility with regards to ensuring all learners have access to good quality, comprehensive and impartial IAG.
Tutors (Years 7-11)	Helping their tutees to make appropriate choices at key times in their education.

## 7.0 Supporting Documents

- Curriculum & Assessment Teaching Policy
- SEND Policy
- Work Experience Policy
- Child Protection & Safeguarding Policy
- Equality Policy
- Personal Social and Health Education Policy

## 8.0 Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships 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 subject options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses.
- Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **9.0 Monitoring, Evaluation and Review**

The Principal/Proprietor will ensure that:

- the work of the Careers Leader and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team the effectiveness of this policy will be measured in a variety of ways:
  - Feedback from stakeholders through mechanisms such as student and parent surveys
  - Feedback from external visitors to the school such as the School Improvement Partner (SIP) or 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.
- Compass – careers benchmark tool to evaluate careers activity against the 8 Gatsby Benchmarks

## The Gatsby Benchmarks

## Appendix 1

<p>1. A stable careers programme</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets</li> </ul>

		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.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil 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.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>
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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have</li> </ul>
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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil 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 pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to</li> </ul>



		explore what it is like to learn in that environment.
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.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## Appendix 2

### Policy Statement on Provider Access

#### MEPA Academy: Provider Access Policy

##### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

##### Pupil entitlement

All pupils in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships 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 and group discussions and taster events;

- To understand how to make applications for the full range of academic and technical courses.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact: Kate Williams, Careers Lead: 01622 754466

Email: [kwilliams@mepaacademy.com](mailto:kwilliams@mepaacademy.com)

#### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

#### **Premises and facilities**

The school will make studios, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with Kate.