

## **CEIAG Policy 2020-21**

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### **1. Government Expectations**

CEIAG stands for 'Careers Education, Information, Advice and Guidance.'

### **2. Our Aim**

At Thrybergh Academy, we aim to send all of our students into an ever changing world able and qualified to play their full part in it. We are committed to ensuring that all students have the best educational experience possible and believe that our students should have high aspirations for their next educational steps and future career aims. To achieve this aim, we are proactive in helping students to find the right pathway to enable them to excel in the career they wish to pursue.

### **3. Government Expectations**

According to The Government's careers strategy, published on 4 December 2017, schools across the country should 'make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.' To achieve this they recommend that schools adopt the following the 8 Gatsby Benchmarks, which is fundamentally what good careers education, information, advice and guidance should look like:

- A stable careers programme
- Learning from local labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Although these benchmarks are not a statutory framework, by adhering to them, we can be confident that we are complying with the careers guidance requirements set out in our funding agreements.

#### 4. Provision

Careers education at Thrybergh is embedded explicitly into the curriculum which is accessed by Y7 – Y11, as well as through Tutor time. We also endeavour to make subject specific links to careers, albeit implicitly, through both GCSE core and option subjects; directed time for training is allotted to support teaching staff in delivering this effectively. Information on careers is shared in school but also through enrichment via external providers including: workplace visits, mentoring programmes and study days at higher education institutions. Through guidance and advice, led by our Careers and Post 16 Transitions Coordinator, students are able to use what they have learnt to make the correct decisions at each stage of their career progression. Below is a summary of our careers provision including both curricular and extra-curricular opportunities.

Year	Curricular / Extra-curricular
Y7:	<ul style="list-style-type: none"> <li>• <b>My likes and dislikes</b> <b>Exploring the basic knowledge of the education system, qualifications and options at KS4 and KS5.</b></li> <li>• <b>Assemblies</b></li> <li>• <b>FTT - Who am I?</b></li> <li>• <b>Kudos Programme</b></li> </ul>
Y8:	<ul style="list-style-type: none"> <li>• <b>What is a career?</b></li> <li>• <b>Learning about how a career can change and evolve</b></li> <li>• <b>Dismissing stereotypes</b></li> <li>• <b>GCSE Option choices and interviews</b></li> <li>• <b>Assemblies</b></li> <li>• <b>FTT - Making informed choices</b></li> <li>• <b>Kudos Programme</b></li> </ul>
Y9:	<ul style="list-style-type: none"> <li>• <b>Building School - work links</b></li> <li>• <b>Understanding different types of workplaces</b></li> <li>• <b>Basic work laws and policies</b></li> <li>• <b>HE links and visits to universities</b></li> <li>• <b>Careers Panel – Ahead Partnership</b></li> </ul>
Y10:	<ul style="list-style-type: none"> <li>• <b>Getting Ready to work</b></li> <li>• <b>CV Building</b></li> <li>• <b>Understanding Local Market Information</b></li> <li>• <b>Visiting Further Education providers</b></li> <li>• <b>Carrying out mock interviews</b></li> <li>• <b>Attending a careers fair</b></li> <li>• <b>Visiting workplaces</b></li> <li>• <b>Kudos Programme</b></li> </ul>
Y11:	<ul style="list-style-type: none"> <li>• <b>UCAS applications</b></li> <li>• <b>Interview Skills</b></li> <li>• <b>Impartial careers interview</b></li> <li>• <b>Mock interviews for FE providers</b></li> <li>• <b>CV building</b></li> <li>• <b>Personal Statements</b></li> <li>• <b>Further Education Tasters</b></li> <li>• <b>Post 16 providers attending assemblies</b></li> </ul>

## 5. Measuring Impact

The following table includes some of the ways in which we are monitoring, reviewing and evaluating the impact of our CEIAG provision on our students.

<b>Gatsby Benchmark</b>	<b>Monitoring, Review and Evaluation</b>
1. A stable careers programme	<ul style="list-style-type: none"> <li>• Student Voice to review the quality of key components of CEIAG on offer within the curriculum and enrichment</li> </ul>
2. Learning from local labour market information	<ul style="list-style-type: none"> <li>• Student Voice to gauge level of understanding of demand for specific qualifications, skills and posts</li> <li>• Review impact of staff CPD on this strand through Staff Voice</li> </ul>
3. Addressing the needs of each student	<ul style="list-style-type: none"> <li>• Review data on specific pupil groups including: gender, Pupil Premium and SEND pupils to better target careers guidance</li> <li>• Student Voice to specific pupil groups to determine how targeted support has impacted on career decisions</li> <li>• Review numbers per specific pupil groups that have go on to FE / HE destinations compared to previous years</li> </ul>
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>• Student Voice to identify attitudes and awareness of careers</li> <li>• Test students' knowledge of careers based on to check impact of curriculum coverage</li> </ul>
5. Encounters with employers and employees	<ul style="list-style-type: none"> <li>• Track encounters with employers so that every learner at least two meaningful encounters with an employer each year with at least one encounter being related to the learners' field of study</li> <li>• Student Voice to establish reaction of learners to encounters with employers</li> </ul>
6. Experiences of workplaces	<ul style="list-style-type: none"> <li>• Review the attainment / effort levels of students who have received work experience against those who have not</li> <li>• Case Studies of students who have accessed work experience</li> <li>• Ongoing review of our network of employers to identify any gaps in provision</li> </ul>
7. Encounters with further and higher education	<ul style="list-style-type: none"> <li>• Track the number of visits which each learner has taken to FE and HE providers and explore how this impacts on post-16 choices</li> <li>• Student Voice to find out how the visits to providers have influenced learners' decisions</li> </ul>
8. Personal guidance	<ul style="list-style-type: none"> <li>• Track how many learners have had interviews with a career guidance practitioner</li> <li>• Student Voice to determine how learners' rate the careers interview which they have had</li> <li>• Staff Voice to determine how they've embedded CEIAG into their lessons and identify their career guidance training needs</li> </ul>

## **6. Equal Opportunities**

All students are provided with the same opportunities to access careers provision and every opportunity is taken to challenge stereotypes, raise aspirations and celebrate diversity. Students at Thrybergh are encouraged to follow career paths that suit their interests, skills and strengths – and make informed decisions. The destinations of our leavers are closely monitored, and our younger students informed, so we are aware of trends and opportunities.

## **7. Roles and Responsibilities**

All staff at Thrybergh Academy are expected to have a role in informing students about a range of career pathways.

The Governing Body and Senior Leadership Team ensure that the independent careers guidance provided to students is:

- Impartial and promotes aspiration for all
- Based on information on a wide variety of education and training options including: apprenticeships, other vocational pathways and further or higher education
- Individualised guidance that is in the best interests of the students to whom it is given

### **• 8. Access for Technical Providers**

- Schools in England “must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships.” (The Baker Amendment: Section 42B of the Education Act 1997)

Therefore, to comply with the obligations stated above, this section of the policy provides guidance for technical providers who wish to access the school to support students in making informed choices about their post-16 options.

#### **Procedure**

To request access, providers may contact the Careers and Post-16 Transition Coordinator by email, phone or formal letter using the contact details at the end of this policy. Please note that, to comply with the school’s safeguarding policy, we will need the name, date of birth and address of all external staff who visit the school from providers seven days in advance of a visit so that barred list checks can be made.

For more information about our careers programme, please contact...

**Assistant Headteacher and Careers Lead: Mr Scott Rushton**  
**s.rushton@thrybergh.com**

**Careers and Post-16 Transition Coordinator: Mrs Jill Leaning**  
**j.leaning@thrybergh.com**

This policy was updated in May 2021 and the next review of the information contained in this document will take place in September 2021.