



ALSOP HIGH SCHOOL

## CEIAG Policy

<b>Version Number</b>	2.0
<b>Date policy last reviewed</b>	March 2025
<b>Policy Type</b>	Statutory
<b>Owner</b>	Assistant Principal – J Thompson
<b>Approved By</b>	
<b>Approval Date</b>	
<b>Next Review Date</b>	March 2026

## Review Date and Summary of Changes

Date of review	Summary of changes
March 2025	Added in "Since January 2025" in Implementation
	Deleted name – Kirsty Kimber
	Changed Head of Character & Culture to Head of School
	Changed front cover

Signed by:

Headteacher

Date:

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Chair of Governors

Date:

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## **Contents:**

Introduction

The Gatsby Benchmarks

Implementation

# **The Alsop High School**

## **Policy for Careers Education, Information, Advice and Guidance (CEIAG)**

Alsop is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7 to 13 in partnership with the Greater Merseyside Careers Connect Service.

### **Introduction**

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education in Years 7 to 11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).

Alsop High School is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-13, in partnership with a provider of independent and impartial advice (presently Careers Connect).

Alsop High School endeavours to follow the statutory duty to secure independent and impartial careers guidance for pupils in Years 7-13 (Statutory Guidance, DfE, revised April 2017, Education Act, DfE, 2011). We wish to continue to make provision in this area. Alsop High School is committed to gaining the Quality in Careers Standard.

This policy will be reviewed biennially in discussion with teaching staff; the school's Careers Adviser(s), students, parents, governors, advisory staff and other external partners.

The school is committed to implementing the recommendations of the government's Careers Strategy and aims to achieve all 8 Gatsby Careers Benchmarks for each pupil.

The policy for CEIAG supports and is itself underpinned by a range of key school procedures such as: Teaching and Learning, Assessment, Recording and Reporting Achievement, PSHCE and Citizenship, Enterprise and Work-Related Learning, Equal Opportunities, Health and Safety and Special Needs.

### **Objectives**

The careers programme is designed to meet the needs of all students at Alsop. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

## **The Gatsby Benchmarks**

### **1. A Stable Careers Programme**

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

### **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.

### **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. Also are enrolling in Compass+, which will allow all pupils' progress to be tracked, based on their engagement with the range of CEIAG activities that are provided for them.

### **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. During Careers Weeks and beyond, curriculum practitioners allow pupils to see the pathways they can take, through the skills they develop within that subject area.

### **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

### **6. Experiences of workplaces**

Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

### **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

### **8. Personal guidance**

Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

## **Implementation**

Since January 2025 Mr Thompson co-ordinates the careers programme and is responsible to Me Mee, Head of School. This area is supported by the governing body of Alsop.

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist careers units are delivered through PDR (form time) sessions from Years 7-13, including collapsed days and careers week, with a clear careers focus. The CEIAG programme is planned, monitored and evaluated by the careers co-ordinator in consultation with key staff (Katie Bartlett). Careers information is available in the Careers Resource Centre, which is housed in the school library and 6<sup>th</sup> form areas.

The careers programme includes careers education sessions, career guidance activities from organisations such as Careers Connect (group work and individual interviews), information and research activities (in the Careers Resource Centre, links with organisations such as Unifrog, and information provided on the school website). There is also work-related learning, and individual learning planning/portfolio activities for each pupil. Careers lessons are part of the school's personal development programme. Other focused events e.g. Careers' Fairs are provided annually.

Resources are available regarding CEIAG for use from KS3 to KS5. Young people are encouraged to visit the Careers section of the school website as well as using Unifrog as a platform to map their progress.

Students are actively involved in the planning, delivery and evaluation of activities. The intended career learning outcomes for students are based on the National Framework and are assessed using assessment for learning (AfL) techniques during specific PSHE units.

An annual Partnership Agreement is negotiated between the school and the nominated external provider (currently Careers Connect) which identifies the contributions to the programme that each will make.

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The careers co-ordinator is responsible for the effective deployment of resources. Sources of external funding are actively sought. The Co-ordinator will liaise with Head of School to discuss best options for external organisations, employers, speakers who are keen to work with the school, and select what is best for pupils.

The external provision is reviewed annually at the end of the summer term to ensure provision for the coming academic year is addressed. The programme is reviewed annually by the careers co-ordinator and the Personal Advisers. A report is submitted to the senior leadership team and governors. Action, research and evaluation of different aspects of CEIAG is undertaken regularly.

The Careers Co-ordinator liaises regularly with key staff in order to identify the needs of the pupils, selecting various cohorts who they feel would benefit from any internal or external careers based learning.

Year 11 and Year 13 destination information is used to monitor the number of students progressing onto further education, employment, apprenticeships, university. This destination information helps us to identify which students have become NEET (not in education, employment or training) and refer them to external careers support.