**ATAM Academy**

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

Rationale

A well planned and carefully structured Careers Education, Information, Advice and Guidance programme can play a major part in helping young people to make important decisions, choose appropriate pathways that suit their interests, abilities and individual needs and help them to plan and follow a career path and sustain employability throughout their working lives. It can also help avoid disengagement, placing school learning into a wider and more relevant context and help raise aspirations.

Commitment

ATAM Academy provides impartial careers advice and guidance with our careers lead Mrs Pearson while also working with The Redbridge Connexions Team who provide careers information, advice and guidance on further education, training (apprenticeships, traineeships) and employment options, to young people who are not in education, employment or training (NEET), young people at risk of becoming NEET and young people with Special Educational Needs and disabilities (SEND).

*A formal Careers Programme is in place and can be accessed by both students and parents*. The programme highlights the importance of employability, careers and enterprise education, which is grounded by the Gatsby Benchmarks.

ATAM Academy is committed to providing a comprehensive programme of CEIAG for all students in Years 7-13. This programme is guided by the Gatsby benchmarks, the New Careers Development Framework from CDI and other relevant directions from the DfE, QCA, UCAS and Ofsted and will conform to statutory requirements. It is designed to meet the needs of students at this school and is differentiated and personalised to ensure progression, through activities that are appropriate to students’ stages of career learning and development.

The school is committed to providing a CEIAG programme that is ambitious and aspirational for all students and will promote equality of opportunity, celebrate diversity and challenge stereotypes in an increasingly complex and diverse world. We will embed into our programme the values that underpin our school ethos. We will always put the interests of our students first and ensure that the information provided is timely, transparent, impartial and accessible.

The Gatsby Benchmarks

“The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best career provision in schools and colleges. The Careers Strategy is built around them, and they make a great place to start for planning or improving your programme” (Careers Enterprise).

| **Benchmark 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.* |
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| **Benchmark 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 the best use of available information* |
| **Benchmark 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.* |
| **Benchmark 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 careers paths.* |
| **Benchmark 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.* |
| **Benchmark 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.* |
| **Benchmark 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.* |
| **Benchmark 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 an 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.* |

Key Terms

For the purpose of developing a cohesive programme within school the term

CEIAG is subdivided into the following sections:

Careers Education (CE) refers to a planned programme of activities within the curriculum that helps young people to gain knowledge, understanding and develop the skills and confidence to make successful choices, manage transitions in learning and move into work.

Information, Advice and Guidance (IAG) enables individuals to use the knowledge and skills developed through Careers Education to make the decisions about learning and work that are right for them.

It includes:

* Careers Information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support reflecting the most recent Labour Market Information.
* Impartial Careers Advice - to help young people gather, understand and interpret information and apply it to their own situation.
* Impartial Careers Guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them. IAG includes Information, Advice and Guidance on careers and FE/HE applications but extends to other personal well-being issues that young people face, some of which may present obstacles to progression and achievement in learning and work such as health, welfare and financial issues.

Aims

ATAM Academy’s CEIAG policy has the following aims:

To ensure that students develop the skills and attitudes necessary for success in adult and working life.

To provide a CEIAG programme, designed to meet the needs of all students in Years 7 to 13, that is differentiated and personalised to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development.

To ensure the CEIAG programme meets professional standards of practice and is person centred, impartial and confidential.

To raise aspirations and enable students to achieve their full potential.

To allow students to contextualise and appreciate the purpose of their learning.

To ensure that CEIAG underpins and runs through the whole school curriculum.

To encourage participation in continued learning including Higher Education, Further Education and Apprenticeships throughout KS3,4 and 5.

To develop students’ confidence, independence and resilience.

To reduce ‘drop out’ and danger of NEET and switching courses in education and training.

To develop enterprise and employment skills.

To ensure the CEIAG programme is integrated into students’ experience of the whole curriculum and be based on a partnership with local businesses, outside providers including the Careers enterprise coordinator, students and their parents or carers.

To ensure all students are treated without prejudice and have an entitlement to CEIAG, regardless of race, gender, religion, ability, disability, social background or sexual orientation.

To ensure that students leave school prepared for life in modern Britain.

To contribute to the economic prosperity of individuals and communities.

To teach students about the Local Market and supply them with relevant information for the local context. <https://www.lmiforall.org.uk/explore_lmi/>

Student Careers Entitlement Programme

The CEIAG programme includes Careers Education sessions from years 7 to 13, during form time, assemblies, PSHE lessons drop-down days and other relevant areas of the curriculum.

All students havethe option to access independent advice and guidance through a self-request system. (*this is something we need to set up and share with students and parents)*

An interaction with a careers advisor is compulsory for Year 9 & 11 students.

In addition, the careers advisor has a set day for the sixth form.

**Year 6**

* Studentsare introduced to careers with Skills Builder
* Visits by professionals from different careers from the local community
* Trends and patterns of labour market information
* Selected students visit NHS careers at the local hospital

**Year 7 & 8**

* Students are introduced to careers resources and informed how to use them
* Students learn about Labour Market Information
* Students are introduced to careers software and websites
* Students are encouraged to think about what they might like to achieve after they leave school
* Student start to link careers to the curriculum
* Students have access to a range of outside businesses and education providers

**Year 9**

* Students are encouraged to think about transferable skills
* Students are encouraged to challenge different stereotypes in different job roles
* All students are seen by the careers advisor in addition to drop ins
* Students are encouraged to access LMI independently
* Students have access to a range of outside businesses and education providers
* Students are encouraged to use the careers resources to find out about different careers/courses

**Year 10**

* Students explore Post 16 Pathways
* Students have access to a range of outside businesses and education providers
* Students learn about interview technique, expectations in a workplace and preparing a CV
* Students complete virtual or face to face work experience
* Students are encouraged to access LMI independently
* Work experience opportunities will be in person for Year 10 students during the first week of July. Students will use Unifrog to record skills and relevant work experience.
* Speakers for School will be visiting KS4

**Year 11**

* Students are supported with their post 16 choices and are to think about all options available to them
* Students are encouraged to think about LMI related to their option choice
* Students seek careers support to discuss entry requirements and to draw contingency plans
* Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
* Students are assisted further with CV writing and personal statements
* Students are informed with post 16 deadlines and open evenings
* Mock Interviews by employers
* Students are encouraged to participate in NCS over the summer period
* Speakers for School will be visiting KS4

**Year 12 & 13**

* Year 12 students will apply for work experience
* Year 12 UCAS Preparation/Applications/Visits/Follow up (May 2025)
* Specific advice for careers in Medicine, Engineering & Law
* Oxford & Cambridge entrance exam preparation
* Common Application preparation
* Higher Education Evening – preparation for going to university including finance
* Careers & Higher Education Fair
* Interviews and guidance for non UCAS students
* Higher Apprenticeship information & application support
* East Careers Workshops – alternatives to university
* Year 13 University Interview preparation for Russell Group applicants
* Year 13 Apprenticeships exam preparation

Careers Information Events

The Careers Education programme at all key stages is supplemented by a series of additional extra-curricular events, assemblies and opportunities which support students with their career exploration and planning at every stage of their school careers.

We currently have links with Local and National Universities and Colleges, a range of STEM opportunities with the Department of Transport, Grant Thornton and Finance Sikhs and Capco. We welcome companies and businesses to contact the Academy to ensure our students have worthwhile and fulfilling experiences. These events provide students with ‘real life’ experiences of the World of Work and enable them to contextualise their learning in the curriculum, helping them better understand how the learning and skills they develop in the classroom transfer to the world of work.

Advice and Guidance

At ATAM, students are given the opportunity to explore career ideas through face to face discussions with school staff, visiting speakers and professionals and inspiring individuals from industry and education, professionals from universities, colleges and apprenticeship providers and specialist careers advisors.

Support for individual students is coordinated by the Directors of Learning and coordinated by the PD and CEIAG coordinator.

All students receive a face-to-face interview at key decision-making points during their education to inform progression and are made aware of all available learning pathways open to them. All students are provided with an action plan to help support them with their choices and next steps.

Where appropriate, additional support is provided by the Connexions Service and the Connexions Personal Advisor.

LDD (Learning Difficulties and Disabilities) students receive Careers Guidance and support organised by the SENCO in collaboration with the Local Authority through Connexions.

Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.

Disadvantaged students are also a priority group who will have a face to face meeting every year to review their progress and discuss their aspirations.

The school organises information events for students and their parents to which all local providers of education and training are invited and actively engaged in offering advice.

The school advertises the Open Days and evenings for local education providers to all students and their parents throughout education phases and transition between key stages and involves a number of them in its guidance events

Careers information and resources are available both in the Careers Resource Centre and online. The National Apprenticeship Scheme and the National Careers Service are both promoted on the school website, alongside other relevant information for students and parents.

Students who are ‘moving on’ to other learning environments such as College and Apprenticeships are provided with individual advice, support and guidance on course exploration, completing applications and interview techniques.

Partnerships

The CEIAG programme is greatly enhanced through links with several partners who help ensure the students’ learning is up to date and relevant. We are committed to developing strategic partnerships with local industry, Institutions of Further and Higher Education, The Hemraj Goyal Foundation, parents and carers to achieve the best information, guidance and provision for students. We are particularly looking forward to extending our links with local employers and services in Redbridge.

These external partners can help to raise student aspirations, boost their attitudes and employability skills, inform them about the range of roles and opportunities available and help them understand how to make this a reality. It is also important that students’ choices on their future are based upon a clear view of the current labour market and how opportunities may change in the future.

Parental involvement is encouraged at all stages. We recognise that parents and carers remain the biggest influence on a young person’s career choices and as such we offer parents help and guidance at critical stages in the students’ time with us; for example, in Year 9 with KS4 options decisions, in Year 10 with work experience placements, in Year 11 with post-16 choices. Parents also have the opportunity to speak to members of the Year Team throughout the year and all teaching, support and guidance staff at any Year 9 to 11 and sixth form parental consultation or information event.

Monitoring, evaluation and development planning

The CEIAG programme is reviewed annually by the Principal, the SLT and the PD/CEIAG coordinator.

A Link Governor supports the monitoring of this policy, reports progress on CEIAG to the Governing Body and advises on its future development.

Wherever possible, students are actively involved in the planning, delivery and evaluation of all careers programmes and activities. The effectiveness of all CEIAG activities are evaluated through:

* Voices exercises
* Attainment and achievement key indicators
* Students’ engagement at KS4 and KS5
* CEIAG/PAP 9
* Destinations of our students
* NEET figures remaining very low
* Audit of CEIAG through the Compass+ system and audit tool.

Funding and Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular CEIAG needs. Staff training needs are identified as part of the school’s CPD programme.

Links with other policies

Teaching, Learning and Assessment

PSHE/Citizenship Education

Equality

Health and Safety

Special Educational Needs

Safeguarding

Provider Access Policy