



CEIAG Policy

Written by	Approved by	Status	Last Review	Next Review
BCUR	Trustees	Under Review	Sep 2024	Sep 2025



Contents

1. Introduction
2. Purpose and Aims
3. CEIAG Curriculum
4. CEIAG Curriculum -Key stage 3
5. CEIAG Curriculum -Key stage 4
6. Monitoring, review, evaluation and development of CEG
7. Review
8. Appendix 1 - Provider Access Policy
9. Facilities
10. Appendix 2 - Careers Progression Framework



Introduction

Careers Education, Information, Advice and Guidance (CEIAG) is a vital part of the Curriculum at Caistor Yarborough Academy. Effective provision is vital to ensure students are able to make an effective transition from school to further education and ultimately, employment.

The academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications 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.

The CEIAG program ensures the academy is able to demonstrate evidence towards all strands of the Gatsby Benchmarks, by which Careers provision is judged and ensures that students have a clear understanding of how each subject links to the world of work.

Purpose and Aims

Caistor Yarborough Academy is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our Careers programme.

Our Careers programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

Students progress from the academy to a range of destinations across Lincolnshire, North East Lincolnshire and the East Riding. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We aim to make parents aware of the choices available to their children.

The primary aims of the Careers Education and Guidance programme are to:

- 1) Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- 2) Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages;



3) Ensure that, wherever possible, all young people leave the school with employment, further education or training

Meeting the three main aims is done through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- 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 advice and guidance; and
- Actively promoting equality and challenging gender stereotypes

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader, Mr B. Curtis is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 11, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance (Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy. **(See Appendix 1)**

Methods

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.



The careers programme is designed to meet the needs of the students at Caistor Yarborough Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

CEIAG at the academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI Framework for Careers, Employability and Enterprise Education (2018):

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The methods by which the CEIAG Team will accomplish the aims of the policy are:

- Providing a range of opportunities that enhance the curriculum;
- Promoting an awareness of the world of work through links with employers and through subject links to specific careers and industries;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievements;
- Promoting awareness and understanding of work, industry, the economy and the community;
- 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 Post 16 and Careers guidance
- Enabling students to make considered decisions regarding future choices.
- Maintaining and developing effective links with key partners, including local colleges
- To prepare students for transition to further education or employment with training

Students are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help them recognise and develop skills and abilities, know what opportunities are available in the world of work and to make plans to help them achieve their education and career goals. **In order to achieve the elements of the Baker Clause, the CEIAG Curriculum provides clear opportunities at Key Stage 3 and 4 which are outlined below. Our offer ensures we provide honest and impartial advice around Careers, Post 16 and Post 18 Education**

At Key Stage 3 and Key Stage 4 students can expect to:

- access a planned programme relevant to your year group;
- access a qualified impartial and independent careers adviser for personalised advice and guidance;
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions;
- have information about the world of work and how the labour market is changing;



- be given information about further and higher education, training and apprenticeships and employment routes;
- take part in activities which challenge stereotyping and raise your aspirations;
- develop skills and qualities to improve your employability;
- develop enterprise skills;
- be well prepared for different transitions;
- help to develop financial capability skills;
- develop and strengthen your personal presentation skills for selection processes;
- signposting to relevant up-to-date and impartial sources of careers information and advice;
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background

ALL STUDENTS WILL:

By the end of Key Stage 3:

- begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- be able to access careers resources via platforms including LincHigher and START
- set targets and review your progress through Academic Tutoring Day
- receive Careers information and on-going support from staff such as your Tutor
- take part in a Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4
- be given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser.

By the end of Key Stage 4:

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor group time and through academy Discovery Days.
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- devise an action plan towards your career goals
- have taken part in an enterprise activity
- have listened to talks on different careers



- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via platforms including LincHigher and START
- be offered the opportunity to take part in taster days/ sessions
- have visited or spoken to representatives of further or higher education institutions, such as universities
- have opportunities to evaluate individual achievements through activities in Form Time, external workshops and academy Discovery days
- be given the opportunity to take part in activities linked to work experience

At Key Stage 3 students have 1 hour of PSHE time built into their curriculum. As part of this time, students will complete a half term focus on Careers and Employability Skills. **(See Appendix 2)**

Further CEIAG provision for both Key Stage 3 and 4 occurs through the academy Discovery Days along with workshops and events organised by our external partners including external partners.

These links ensure that students are able to have experiences of Further Education and Higher Education establishment through visits and taster days. At both Key Stages, students are able to visit Universities including Hull, Lincoln and York. Students at Key Stage 4 are able to experience workshops in a number of subjects at Grimsby Franklin College. **This ensures the Academy is meeting the statutory elements of the Baker Clause to provide students with information on Technical Qualifications and Apprenticeships. Details of how providers can access the Academy are outlined in Appendix 1.**

The academy has established links with the Lincolnshire Local Enterprise Partnership and has a designated Enterprise Advisor, both of whom ensure students at Key Stage 3 and Key



Stage 4 are able to have meaningful experiences of employers through industry specific talks and presentations.

At Key Stage 4, Form Time and Assembly time are used to allow students to hear from a range of Post-16 and Apprenticeship providers to help form decisions around Post-16 education.

Further delivery methods include:

- The academy website
- College websites
- Face-to-Face guidance with a qualified Level 6 Careers Guidance practitioner
- Display boards and the academy's social media used to advertise Post 16 and Careers events from a variety of providers.

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3 deliver specialist sessions. Progress Leaders liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Deputy Headteacher with oversight of CEIAG:-

- Annual review of partnership activities with the Prospects Service.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations within PSHE lessons as part of School Self Evaluation
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.
- Liaison with SLT and Governing Body via Termly reports and updates
- Continued consultation with Heads of Faculty to discuss specific subject needs
- Regular meetings with the School Enterprise Advisor and LEP Co-ordinator

Review

Each academic year the Careers Leader will update the academy's Careers Strategic Plan which is reviewed annually and the provision on offer to students will be audited utilising the Compass+ tool and discussions with the LEP Co-ordinator



Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, SEND and the academy's RSE policy. The CEIAG policy must be considered alongside the Provider Access Policy (**See Appendix 1**).

Appendix 1 - Provider Access Policy

Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out Caistor Yarborough Academy's arrangements for managing the access of education and training providers to pupils at the school.

Pupil Entitlement

All pupils in years 7-11 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests

Access Procedure

A provider wishing to request access should contact Ben Curtis, Careers Leader,

Telephone: 01472 851383 x324;



Email: Ben.Curtis@cyac.org.uk

DBS Protocols will then be followed prior to and on the day of visit – visiting providers will be asked to present ID upon arrival and will be linked to a staff member through the day.

Providers from Educational settings – e.g. colleges, will be asked to provide evidence of their DBS certificate prior to arriving at the academy

Opportunities for Access

- We actively seek to build partnerships with outside agencies, as a means to broaden our pupils' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact Ben Curtis, our Careers Leader to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment and you can tailor your presentation to specific age-groups. Presentations must be submitted to the Careers Leader 48 hours before the planned event

Facilities

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.
- Presentations can be uploaded to our Website and Microsoft Teams groups, following events

Appendix 2 - Careers Progression Framework



The table shows the careers theme/focus for each year, the content, the outcomes and how student experiences will develop as they progress through school

Year group	Content	Objectives	Measurable Outcomes	Opportunities
7 "I discover"	<u>Timetabled lessons</u> - Enterprise Project & Business/Employability Skills <u>Form Time activities:</u> - All about Me – Personality Test - What are skills/What are qualities - What's your dream job? - Understanding personal strengths and weaknesses	- To discover personality traits and link them to possible careers - To understand how skills and qualities can assist students when considering job choices - To identify possible careers routes/pathways towards "dream" jobs	- To identify qualities and skills (recorded) - To talk about possible dream jobs - To write about qualities & skills in a short personal statement	- University visits (Higher Education Focus) - Enrichment week
8 "I explore"	<u>Timetabled Lessons</u> - Developing Life Skills- Value for Money, Financial Decisions & Budgeting <u>Form Time Activities</u> - Identifying skills and interests - Understanding the local labour market (Lincolnshire & The Humber Regions) - Progression Routes – Education, Training, Apprenticeships - GCSE Options Choices - Making Decisions	- To be able to make sound & meaningful financial decisions - To understand basic concepts of budgeting - To explore routes and pathways available at KS4 and FE/HE/Alternative routes beyond school - To make sound decisions on future choices based on research	- To identify key aspects of financing and budgeting - To identify different pathways – Post 16 and Post 18 – what will I study? What options do I have? - To identify career opportunities which exist in the local area through research	- University visits (Higher Education Focus) - Enrichment week - Assemblies – Local Labour Market – Guest Speakers
9 "I focus"	<u>Timetabled Lessons</u> - Identifying Skills/Interests/Qualities	- To identify own skills and qualities & link	- To identify key aspects of financing and budgeting	- NCOP – Careers Workshops



	- Developing employability skills - CV Writing - Enterprise project - Developing life skills around money, budgeting, wages & Salaries, payslips and sources of finance <u>Form Time Activities</u> - Subject Library Treasure Hunt - Understanding the local labour market (Lincolnshire & The Humber Regions) - Skills Development - Leadership - Applying skills to Career Scenarios	these to career choices - To understand aspects of individual financing and budgeting - To focus research and visits to individual needs - To explore routes and pathways available at KS4 and FE/HE/Alternative routes beyond school	- To identify different pathways – Post 16 and Post 18 – what will I study? What options do I have? - To identify career opportunities which exist in the local area through research	- University visits (Higher Education Focus) - Enrichment week - Assemblies – Local Labour Market – Guest Speakers
10 “I plan”	<u>Form Time Activities</u> - Skills Development - Teamwork & Communication - Skills development – Independence - Communicating with employers - Employability Skills & Qualities – Job Applications & Preparing for interviews - Use of Social Media (Online appearance) - Pathways & Career Routes research	- To develop understanding of skills and qualities needed in the workplace - To focus research and visits to individual needs - To identify routes into Post 16 Education & link these to informed Career choices	- Build profile/locker on Unifrog to allow monitoring of research and progression - Complete Employability skills – CV writing, application form, Interview - Evidence of contacting employers – email	- Enrichment week - Assemblies – Local Labour Market – Guest Speakers - University visits - FE Provider visits – Grimsby Institute/Grimsby Franklin/Lincoln College/Riseholme College
11 “I decide”	<u>Form Time Activities</u> - Post 16 Options & Routes – Destinations, BTECs & A-Levels - Introduction to Apprenticeships - Coping with & managing changes –	- To focus research and visits to individual needs - To identify routes into Post 16 Education & link these to	- Complete Applications to FE providers – Colleges/Sixth Form/Apprenticeships & Training - Discuss Careers Interview Outcomes	- 1:1 Personal Careers Interview - Apprenticeships & Training Assembly



	Leaving Secondary School – Life skills	informed Career choices	- Destination Data	- Local FE facilities – Virtual Tours - HE facilities – Lincoln Uni/BG Uni – Virtual Tours/Possible visits - Assemblies – Local Labour Market – Guest Speakers
--	--	-------------------------	--------------------	--