



**CEIAG**  
**Careers Education, Information, Advice**  
**& Guidance Policy**  
**(Including Provider Access Policy Statement)**  
**Ref C020**

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## 1. Rationale for Careers Education, Information, Advice and Guidance (CEIAG)

There has been a statutory duty on schools since the Education Act 2011 to provide independent, impartial careers information and guidance.

The most recent statutory guidance was released in October 2018 by the Department of Education, and it sets a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance builds on the careers strategy to expand the aims to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and improve their careers provision. The benchmarks define all of the elements of an excellent careers programme, based on national and international research. Government's expectation is that schools begin to work towards the benchmarks now and meet them by 2020.

The responsibility is now placed on schools to ensure all students have access to CEIAG that encourages all students, including the most vulnerable to develop "high aspirations and consider a broad and ambitious range of careers."

Schools are expected to work in partnerships with; local employers and other education and training providers as well as facilitating access to a range of inspirational role models.

Schools should create a learning environment which allows and encourages students to tackle real life challenges and develop employability and entrepreneurial skills.

Given the government has raised the participation age (RPA) so that all young people are now required to continue in education or training beyond the age of 16, schools must ensure students understand this and are suitably supported to make appropriate choices about the routes they pursue. In addition, schools are required to share information with the local authority and use this Destination Measures data to see how successfully their students make the transition to the next stage of education or training.

Chorlton High School is committed to providing quality and impartial careers education, information and guidance ensuring students are able to make informed and aspirational choices about their future routes. At the core of all the careers work is the belief that quality CEIAG has a positive effect on student engagement, attitudes and outcomes; it improves the options students have on leaving Chorlton High School and results in improved life chances for them and their families. In essence our students can continue to be happy, creative and successful well after leaving school.

A provider access policy statement is included within this policy in Appendix 3, and is available on the school website.

## 2. Aims and Objectives

Chorlton High School is committed to:

- Offering impartial careers education, information, advice and guidance to all students.
- Ensuring equality of opportunity for all and challenging stereotypes.
- Considering our local context and community and how this affects employment opportunities.
- Being an active member of the Careers and Enterprise Advisor Network.
- Using the Compass Tool to review our progress against the Gatsby Benchmarks.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student's aspirations and self-awareness in each Year group.
- Developing an understanding of employability skills and what is needed for success in the work place.
- Providing the opportunity for work experience to all students.
- Empowering students by ensuring they know how to make good use of the paper-based, on-line and staff resources available so that they can make informed and appropriate choices throughout their school journey.
- Supporting students in their self-reflection and critical thinking which they can then use to inform and develop individualised plans of action.
- Working in partnerships with parent/carers, FE trainers and providers, employers and other related services.
- Ensuring all students are suitably prepared for their transition from Key Stage 3 to Key Stage 4 and Key Stage 4 to Key Stage 5/Post 16 routes.
- Embedding feedback from students and staff throughout the CEIAG delivery in order to inform and improve subsequent delivery of CEIAG.
- Encouraging students to become lifelong learners and remain Happy, Creative and Successful.
- Working with Manchester Connexions service and providing destinations data.
- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become NEET.

## 3. Curriculum

The school has mapped out the CEIAG provision in line with the recommended CDI - ACEG framework. The ACEG framework is structured around the 17 'big ideas' in careers and work-related learning and these have been embedded in the delivery of CEIAG at CHS building from Year 7 through to Year 11.

The careers programme is differentiated to ensure progression (although there is a clearer focus at key transitional points). This is achieved by giving each Year group a particular focus and drive. CEIAG occurs through the academic curriculum, the personal development curriculum (CHS Learning Journey), Life Skills curriculum and the Enrichment curriculum.

- **Year 7** – Dare to dream – Aspiration and the mapping of skills and abilities through the Future Foundations programme
- **Year 8** – Recognising and developing employability skills through the Year 8 CHS Edge programme and the Pathways Curriculum processes that links to careers and the transition year.
- **Year 9** – The transition year between key stages includes the participation in VESPA, the growth mind-set programme that runs throughout the year as part of the personal development curriculum. There is also opportunities for researching career choices and where the subjects being studied can lead; and looking at which skills are missing and need to be acquired. Further development of the CHS Qualities of Success (QoS).
- **Year 10** – The formal start to Key Stage 4 includes researching college courses and the further development of employability skills through work experience which happens in the Spring term. All students engage in the SSAT Leadership programme which help to further developing skills, interests profile and experience ready to consider applications at the start of Year 11. Continued building of the CHS Qualities of Success.
- **Year 11**- Consolidating CHS QoS and Employability skills. A market stall events shows a wide range of Post 16 providers – local employers, colleges, and training providers. Local Open days at college are also supported and additional careers adviser support in available and targeted, for example in providing apprenticeship workshops. Deciding on which route to follow and completing the Application process. Securing the grades required.

Throughout the five year CEIAG programme students will be given the opportunity to participate in a variety of activities including:

- Subject specific information from staff and curriculum areas, including meaningful encounters with employers in these industries.
- Group work and individual interviews when choosing options and making decisions about post 16 choices.
- Information and research activities in the library / ICT suites e.g. using Kudos.
- Work-related learning (including two week work experience placement).
- Action planning and recording achievement through the CHS Learning Journey.
- Taking part in aspirational career experiences, including working lunch meetings with local employers.
- Participating in different aspects of STEMfest and CLASSfest when a week long package of engaging and aspirational events and activities take part across the school.
- Going on careers trip that are bespoke for certain industries.
- Listening to presentations from curriculum staff and external providers, including Year 8 options evening and Post 16 Options evening.
- Taking parts in college visits.
- Apprenticeship talks and workshops.
- Completing one to one CEIAG sessions with the Careers Advisor.
- Participating in specific Extended Learning Experience (ELE) events that develop student employability, interview or entrepreneurial skills.

#### 4. Careers Advisor

The school has a contract with an independent career guidance service for the provision of a named careers advisor to provide a specified number of days of careers education, information, advice and guidance across the school (currently 86 days in 2018/2019). As part of the agreement the advisor is required to attend the Parents' Evenings of Years 8 to 11. In addition, the advisor supports the transition careers input in Year 8 where students make option choices for Key Stage 4 and Year 11 where students look at Post 16 routes; at both of these events the advisor is available for parental / student enquiries.

Each student in Year 10 and Year 11 is given the opportunity to have a minimum of one face to face session. During the session the student will have an individual action plan drawn up, a copy of which is added to SIMS and is updated after further meetings.

In addition, any student at CHS can make an appointment to see the advisor through the library or attend a drop in session after school one evening or a lunch time drop in held once a week. When deciding on the order of students seeing the careers advisor, risk factors and attainment data are used to group accordingly. (see Appendix 1). Tutors, Heads of Year and senior staff can make a referral at any point. Where a referral is made by the Safeguarding team, the Access and Achievement team or the Head of Year at any point, these students are prioritised.

#### 5. Staffing

CEIAG is delivered by a range of staff across the school. Each member of staff plays a crucial role in providing comprehensive support to all our students (see Appendix 2). All staff are expected to maintain and develop relevant expertise and knowledge to support them in delivering CEIAG. The SLT CEIAG Lead is responsible for the identification of need, the implementation of appropriate CPD and for monitoring its impact.

#### 6. Resources

The school has a specific careers room which is suitable for interviews and reviews. The room is situated in the Library.

- Within the Library a careers section has been developed and continues to be added to. Funding for resources (including on-line sites) can be gained through the Life Skills budget.
- Contract for the provision of an independent careers advisor in school is secured through the school budget annually.
- Funding for Life Skills and CEIAG curriculum is allocated in the annual budget.
- Funding for Educational Business partnerships (EBS) and the provision of work experience for all Year 10 students is allocated annually from the school budget.
- Funding for additional CEIAG events can be sourced from other school budgets.

## 7. Monitoring and review

The CEIAG and careers provision has a built in review bi-annually. Careers events and activities have impact reports which are then used to inform future planning and delivery.

This policy will be reviewed as part of the policy review programme, built into the Governing Body Workplan.

Chorlton High School is committed to the provision of quality CEIAG for all students. As such we will monitor the provision to ensure that we are effectively catering for students needs. This includes:

- Bi-annual review of CEIAG and careers provision.
- All careers activities are impact evaluated.
- Use of evaluations to inform future planning and delivery.
- Annual survey of students and parents.

The governing body will be regularly updated on the destinations of students. This will enable senior leaders and Governors to regularly review the impact of this policy.

**APPENDIX 1:**

Priority	Profile of students
1	Students who are: <ul style="list-style-type: none"> <li>• SEN (K, EHCP)</li> <li>• LAC students</li> <li>• Vulnerable students – identified by Safeguarding</li> <li>• Disadvantaged students</li> </ul>
2	Students who are on the borderline of achieving a standard pass in English and maths; and then in the order of who <ul style="list-style-type: none"> <li>• are achieving 3s in English and Maths</li> <li>• have Attendance between 90-95%</li> <li>• have attendance below 90%</li> <li>• have attendance above 95%</li> </ul>
3	Students who are on the borderline of achieving a strong pass in English and Maths
4	Students who are achieving Grade 1-3 - if not already seen through priority 1 status
5	Students who are achieving grades 5 and above

**APPENDIX 2:**

	<b>Responsibility</b>
<b>CEIAG SLT Lead</b>	<ul style="list-style-type: none"> <li>• Line manage achievement team.</li> <li>• Day to day management of Careers Advisor.</li> <li>• Oversee EBS contract.</li> <li>• Destinations data – liaise with LA.</li> <li>• Manage Connexions agreed contract – sharing information.</li> <li>• RPA agenda.</li> <li>• Manage Life Skills staff (Year 11).</li> <li>• Liaise with Post 16 providers and set up.</li> <li>• Track Alumni and develop Alumni community with SLT colleagues.</li> <li>• Liaise with link Governor.</li> </ul>
<b>SLT lead for Year group</b>	<ul style="list-style-type: none"> <li>• Plan and deliver Life Skills / IAG curriculum.</li> <li>• Oversee ELE provision for Year group.</li> </ul>
<b>Head of Year</b>	<ul style="list-style-type: none"> <li>• Develop pastoral curriculum and the CHS learning journey.</li> <li>• Deliver Life skills sessions (Years 7 to 10).</li> <li>• Collate data on student career interests/ plans.</li> <li>• Work with Achievement team in identifying students for particular careers events.</li> <li>• Liaise with Connexions Intensive team.</li> <li>• Review training needs of tutor team.</li> </ul>
<b>Form Tutors</b>	<ul style="list-style-type: none"> <li>• Delivery of Life Skills/CEIAG.</li> <li>• Support students.</li> <li>• Write School Reference to support Post 16 choices.</li> </ul>
<b>Mentor</b>	<ul style="list-style-type: none"> <li>• Identify and liaise with HOY students requiring CEIAG.</li> <li>• Provide individual support for students to develop aspirations / future plans and access CEIAG.</li> </ul>
<b>Achievement Team</b>	<ul style="list-style-type: none"> <li>• Set up and run careers and aspiration events.</li> <li>• Liaise with HoY to identify cohorts of students requiring input.</li> <li>• Run after school sessions to support development of personal statements and Post 16 applications.</li> </ul>
<b>Librarian</b>	<ul style="list-style-type: none"> <li>• Deliver library orientation session to all Year 7s including introduction to Careers Library.</li> <li>• Support staff and students in accessing KUDOS / CAREERSCAPE and other on-line resources.</li> <li>• Manage the appointment requests for Careers Advisor.</li> <li>• Support Year 10 and 11 students in accessing College application forms / resources.</li> <li>• Update IAG resources.</li> </ul>
<b>Careers Advisor</b>	<ul style="list-style-type: none"> <li>• Provide impartial careers CEIAG to all students.</li> <li>• Support in staff training.</li> <li>• Provide 1 to 1 support.</li> <li>• Write and distribute action plans.</li> <li>• Liaise with Colleges to confirm destinations.</li> </ul>

<b>Life Skills Coordinator</b>	<ul style="list-style-type: none"><li>• Develop and oversee Life Skills curriculum.</li><li>• Plan ELE days / CEIAG input in conjunction with SLT leads.</li></ul>
<b>Administration Support</b>	<ul style="list-style-type: none"><li>• Careers FE event.</li><li>• Application.</li><li>• Assist with follow up destination phone calls in September.</li></ul>

## **APPENDIX 3: Provider Access Policy Statement**

### **1. Aims**

Chorlton High School is committed to ensuring all students have access to a range of impartial careers education, information, advice and guidance from Year 7 to Year 11. The CEIAG programme underpins the overarching aim; that all students' transition onto positive Post 16 pathways that help realise ambitions.

This policy statement aims to summarise our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access.
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

### **2. Statutory requirements**

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in Years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This complies with Chorlton High School's legal obligations under Section 42B of the Education Act 1997

### **3. Student entitlement**

All students in years 8 to 13 at Chorlton High School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses
- Access independent and impartial careers advice from an outside agent who works with Year 10 and 11 students to ensure they are able to make an informed choice about their next steps

### **4. Management of provider access requests**

#### **4.1 Procedure**

A provider wishing to gain further information or requesting access should contact:

- Schools careers lead (SLT): Ms. Galbraith –  
[l.galbraith@chortonhigh.manchester.sch.uk](mailto:l.galbraith@chortonhigh.manchester.sch.uk)
- Achievement Team Lead, (For careers events): Ms. Slinger -  
[c.slinger@chortonhigh.manchester.sch.uk](mailto:c.slinger@chortonhigh.manchester.sch.uk)
- Schools Independent Career Advisor: Ms Jen Patrick -  
[j.patrick@chortonhigh.manchester.sch.uk](mailto:j.patrick@chortonhigh.manchester.sch.uk)
- Named administrative lead for careers: Ms Miller -  
[m.miller@chortonhigh.manchester.sch.uk](mailto:m.miller@chortonhigh.manchester.sch.uk)

Telephone: 0161 882 1150

#### 4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

	Autumn term	Spring term	Summer term	Throughout
Year 7	<ul style="list-style-type: none"> <li>• Leadership –<b>Future Foundations</b> launch introducing the CHS Qualities of Success (QofS) and skills for success</li> <li>• Explore Art forms with people from the field, develop performance skills</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Local History trips</li> </ul>	The Achievement team run a range of workshops / market stall type events over the course of the year in response to offers from organisers, employers and local educational establishments. These are focused on awareness raising and networking. These span year groups and are focused on careers audit information.
Year 8	<ul style="list-style-type: none"> <li>• PIXL Edge launch; linking to skills for further study and employability</li> <li>• Developing employability skills and understanding of difference / resilience through PE and Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum Pathways Evening</b> and processes for students and parents enable the focus on linking subjects to careers and employability skills.</li> <li>• <b>Curriculum Pathways</b> interviews</li> <li>• Introduction to careers Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops and class base sessions on Careers in Creative Industry.</li> <li>• PIXL Edge celebration event and accreditation of students</li> </ul>	
Year 9	<ul style="list-style-type: none"> <li>• VESPA - Growth Mind set launch; linking to skills for FE and employability</li> <li>• Careers in the NHS event speakers and trips</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly and tutor group opportunities - employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enterprise Event</b></li> <li>• Careers events looking at Digital/STEM fields</li> <li>• Introduction to online resources – career fields – preparation for Work</li> </ul>	Dedicated week long events include CLASS FEST in October STEM FEST in March enable students to experience a range of workshops, visits and speakers.
Year 10	<ul style="list-style-type: none"> <li>• SSAT Leadership programme launch linking to employability skills.</li> <li>• Job roles in the Media – working with people from the field. Students supported to create and edit own pieces.</li> <li>• <b>Post 16 Evening</b> - market</li> </ul>	<ul style="list-style-type: none"> <li>• Work Experience</li> <li>• Speakers in to launch of technical / vocational / Apprenticeships routes</li> <li>• Dedicated careers interviews for all Y10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>College taster Days</b> – A level / technical and vocational courses</li> <li>• Celebration of SSAT award</li> </ul>	

	stall event as below	/ 11 with School Careers Advisor begin		
Year 11	<ul style="list-style-type: none"> <li>Assemblies on opportunities at 16 from a range of providers</li> <li><b>Post 16 Evening</b> - Market stall event showing a wide range of Post 16 Options providers - local employers, colleges, training</li> <li>Open Day events</li> <li>Careers Advisor input</li> </ul>	<ul style="list-style-type: none"> <li>Interview skills workshops</li> <li>Apprenticeship workshops support with applications</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

Local providers are invited to key relevant events that are held. We encourage other providers who are interested in coming into the Academy to contact *Ms Galbraith* to help identify the most suitable opportunity.

#### 4.3 Resources

Once visits have been agreed, the school will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available.

Sessions can be held in different venues according to the number of students and the requirements of the provider. Visits can be in classrooms, the theatre, dining room or library.

We are happy to work with providers to provide any resources we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the school in order to showcase what they do.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of Ms Galbraith.

#### 4.4 Safeguarding

Our Safeguarding Policy (S00 and Visiting Speakers Policy sets out the school's approach to allowing providers into the school as visitors to talk to our students.

### 5. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Ms Banger, Deputy Headteacher.

This policy will be reviewed every two years.