



CHS South

C002

**Careers Education,
Information Advice &
Guidance (CEIAG)
Policy**

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- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

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.

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. In 2019 the CDI briefing paper set out clear roles and responsibilities. Both these briefings hold central that any careers strategy should aim to ensure 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 deliver their careers provision and, most notably, provide a dynamic partnership between employers and education in order to provide world class careers education. This has also been highlighted in the recent Government White Paper 'The skills for jobs' 2021. The benchmarks define all the elements of an excellent careers programme, based on national and international research. By 2020 all schools must have clear evidence of meeting the 8 benchmarks:

- A stable career programme.
- Learning from career and 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.

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, meeting regularly at local careers hubs and network meetings to share ideas and practice. The government funded Careers and Enterprise Company (CEC) assesses the provision of each school 3 times a year using the 'Compass tool'. Each time the offer is compared with how well schools nationally are meeting the benchmarks and the CEIAG action plan is updated; this ensures the school's strategy is continually evolving.

Schools should endeavour to create a learning environment which allows and encourages students to tackle real life challenges and develop employability and entrepreneurial skills as well as providing access to a range of inspirational role models.

The government expects all young people to remain RPA compliant and thereby be in some form of education or training up to the age of 18. 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.

Moving On data to see how successfully their students make the transition to the next stage of education or training - destination.

CHS South 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 CHS South 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 in Appendix 3 and is available on the school website.

2. Aims and Objectives

CHS South 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 and updated plan of action for term ahead.
- Participating in termly GMAC Work and Skills network meetings and using information to inform practice.
- 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 workplace.
- 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.
- Working with Manchester CCIS and providing destinations data.
- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become Not in Education, Employment or Training (NEET).

3. Curriculum:

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, PSHE curriculum and the Enrichment curriculum. 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.

Year 7 – Dare to dream – Aspiration and the mapping of skills and abilities. Aspirations and interests are captured, and students begin to map their skills and abilities through the Future Foundations programme.

Year 8 – Recognising and developing employability skills for future aspirations. Staff start to signpost what the study of their subject leads to and make links to career paths through the curriculum. Students continue to take part in employer encounters where they hear from representatives from a variety of industries in order to inspire their future choices. These include encounters with employers, motivational speakers, workshops and trips. The personal development curriculum helps students recognise and develop a range of transferable skills through enrichment activities and Extended Learning Experience (ELE) days, as well as leadership and enterprise strands through their community pledge and projects. Year 8 opt for their Arts subject elective so begin to start thinking about choices.

Year 9 – Curriculum and extended learning experiences, supported by labour market information, encourage students to begin to focus on possible career choices and where the subjects they can choose to study at Key Stage 4 could lead. Curriculum Leaders visit assemblies to discuss subject choices, including career links. Every Year 9 student is given a pathways interview to help guide them through their choices ensuring they keep a wide breadth of subjects. The pastoral curriculum encourages students to identify their individual Qualities of Success and reflect on their areas for development. ELE days are linked to enterprise and investigating career families, whilst the pastoral curriculum encourages students to identify their individual Qualities of Success and reflect on their areas for development. Year 9 are thoroughly supported through the options process.

Year 10 – There is a focus on deepening future employability skills, particularly through a work experience placement in the Spring term. All Year 10 students start to think about the range of post 16 options including academic, vocational, technical and apprenticeship pathways. In the Summer term every student attends a college taster day to experience college life, possible courses and master classes. One-to-one meetings with our school careers advisor begin in a systematic manner although any student can ask for an appointment, at any time.

Year 11- All Key Stage 4 students are invited to our Post 16 Pathways Evening where they have an opportunity to meet several educational and training providers and learn more about the possible routes available post 16 and post 18. These include local colleges, UTCs, sixth forms and agencies/employers offering apprenticeships. Assemblies are given over to presentations from a range of local colleges, so students gain an insight into expectations. All students meet the school's careers advisor, at least once more, to support them through their choices. The Year 11 team

oversee the college application process, help prepare student portfolios and go over interview techniques. Individual bespoke interventions are driven as students decide and apply for post 16 destinations. A relentless ethos is embedded as students are supported to secure grades and realise ambitions.

Throughout 5-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 online platforms.
- Work-related learning (including one week work experience placement).
- Enterprise opportunities e.g. workshops and charitable year group drives.
- Action planning and recording achievement through the CHS Learning Journey.
- Taking part in aspirational career experiences, including working lunch meetings with local employers.
- Going on careers trip that are bespoke for certain industries.
- Listening to presentations from curriculum staff and external providers, including Year 9 options evening and Post 16 Pathways Evening for Years 10 and Years 11.
- Taking parts in college visits.
- Apprenticeship talks and workshops.
- Accessing National Citizens Service provision
- Completing one to one CEIAG sessions with the Careers Advisor.
- Participating in specific ELE events that develop student enterprise, employability, interview or entrepreneurial skills.

4. Timetabling:

The CEIAG programme is integrated into the Year 11 Life Skills sessions and is given additional credence by the use of high-profile staff within each year group.

- In Years 7-10 pupils prepare for employability by developing their Qualities for Success.
- In Year 11 all students have a two-hour lesson a week for the Autumn Term preparing for college and employment

The school will have 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. As part of the agreement the advisor is required to attend the Parents' Evenings of Years 10 and 11 to support pupils and families with careers advice. Each student in Year 10 or 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 South 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 Safeguarding, Access & Achievement 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 3). 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.

The Achievement Team lead ensures an additional layer is added for all disadvantaged students through tracking, identification and priority inclusion in all events.

Careers Advisor:

The school has secured the services of a Careers Advisor from an independent career's guidance service for 86 days of careers education, information, advice and guidance across the school body. As part of the agreement the advisor is required to attend the Parents' Evenings of Years 9 to 11. In addition, the advisor supports the transition careers input in Year 9 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. Students with EHCPs and additional needs have significant input when drawing up action plans at annual reviews.

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 CEIAG action plan drawn up which is shared with them via MS Teams, a copy of which is added to Arbor and is updated after further meetings and a copy of which is sent out to parents.

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.

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.
- Achievement Team funding to set up and oversee career drives and events.
- Time for attending termly CEIAG network meetings with GMAC Work and Skills team.

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 work plan.

CHS South 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.
- Compass Tool evaluations completed each term with CEC link advisor.
- All careers' activities are impact evaluated.
- Use of evaluations to inform future planning and delivery.
- Annual survey of students and parents.
- Achieving and maintaining the Quality in Career Standard

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.

The 8 Gatsby benchmarks

The school's career programme is also underpinned by the Gatsby benchmark framework; see Appendix 2 for the full offer.

Progress against each of the 8 criteria is assessed once a term in partnership with our Careers & Enterprise Coordinator at GMCA/Bridge GM using the Compass tool.

As 11-16 school tracking post 18 destinations to comply with Benchmark 3 will be captured through email contact 2 years after leaving in September / October.

Mapping the Gatsby Benchmarks

Benchmark 1 A stable careers programme	Benchmark 2 Learning from career & LMI	Benchmark 3 Addressing the needs of each student	Benchmark 4 Linking curriculum learning to careers
<ul style="list-style-type: none"> ✓ Clear vision for each year group as part of a comprehensive and progressive written programme: <ul style="list-style-type: none"> ○ Year 7 – Dare to dream. ○ Year 8 - Exploring my future. ○ Year 9 - Focus on my future. ○ Year 10 - Planning for my future ○ Year 11 – Deciding where and what next. ✓ By Spring of Year 11 students have a 1:1 guidance interview. ✓ Years 9, 10 and 11 assemblies used to ensure students understand grades required - links to EBacc and Basics. ✓ Annual Post 16 Options Event - attended by local colleges, 6th forms, Apprenticeship providers and Public Services. ✓ Website section focussed on careers. ✓ Regular monitoring and evaluation processes in place. 	<ul style="list-style-type: none"> ✓ LMI assemblies and tutor time activities delivered termly to all years throughout our calendared career focus weeks. ✓ Aspects of LMI is tailored to the Greater Manchester area – STEM, creative careers and Future Frontiers [future economy growth areas for GM weeks. ✓ LMI used during options process for Year 9. ✓ LMI displays. ✓ Year 10 Summer ELE - Focus on careers and LMI. ✓ Staff CPD LMI updates and LMI is shared with staff. ✓ Parent newsletters are shared e.g. National Apprenticeship week and National careers week, including LMI references and signposts. 	<ul style="list-style-type: none"> ✓ Tracker of interests and interactions kept. ✓ Year 9 Options programme - all students guided to ensure broad, balanced and aspirational option choices. ✓ Year 11 Olympic Cohort - driving Basics. ✓ Coaching sessions – Year 10 and 11 - focus on aspirations/ careers. ✓ Year 11 individualised support for vulnerable students with application process. ✓ Careers Advisor attends annual reviews. ✓ Apprenticeship signposting in Year 10 and 11 and dedicated workshops. ✓ Intended Destinations and September guarantees captured as per timeline - with bespoke interventions. ✓ RONI students targeted support internal and external agencies. ✓ Updating and review destinations data yearly to further 	<ul style="list-style-type: none"> ✓ Year 9 one-week dedicated Careers in all curriculum areas - focus to coincide with students' options process. ✓ National Careers Week event annually supported by - all curriculum areas. ✓ Use of ELEs to enrich experiences and support subject links. ✓ Central bank of resources on careers. ✓ Staff covered to attend talks form speakers to support careers CPD linked to their curriculum areas. ✓ Career displays on corridors.

		develop careers programme. ✓ Alumni capture Post 18 via email.	
Benchmark 5 Encounters with Employers /employees	Benchmark 6 Experiences of workplaces	Benchmark 7 Encounters with FE and HE	Benchmark 8 Personal guidance

<ul style="list-style-type: none"> ✓ A range of encounters are provided across year groups through the programme of careers weeks and additional bespoke / targeted events and workshops – including in person and online / recorded sessions. ✓ Working lunch parties – monthly event with a speaker. ✓ Year 10 work experience placement. ✓ Involvement in different GM networks who offer support with encounter opportunities. ✓ Enterprise Advisor who works with school. ✓ Trips to workplaces. ✓ Curriculum area links with employers. 	<ul style="list-style-type: none"> ✓ Year 10 students have a one week, in person work experience placement in the Spring term. ✓ Trips to workplaces. 	<ul style="list-style-type: none"> ✓ Year 10 and Year 11 students all invited to Post 16 Options Evening. ✓ HE and FE representatives attend Post 16 Options Eve event. ✓ Parental meetings at each event to signpost pathways, qualifications and grades needed. ✓ Information on RPA, A levels, Vocational courses, T levels and Apprenticeships shared with Years 10 and 11. ✓ Targeted information for Year 11 on progressing to post-16 and post-18. ✓ Aim Higher network and bespoke visits to local universities. ✓ Year 11 post-16 masterclasses. ✓ Summer Year 10 transition programme. ✓ All Open Day information shared. ✓ Introduction to HE as part of the careers programme. ✓ Under new PAL students in Year 8/9 and 10/11 to have had at least two meaningful encounters with providers of 	<ul style="list-style-type: none"> ✓ Level 6 trained, matrix accredited Careers Advisor – impartial to school. ✓ All students have a 1 to 1 interview with impartial careers adviser by the end of Year 11. ✓ Individual Careers Action Plan created and shared. ✓ All students able to book interview with Careers Advisor at any point. ✓ Careers Advisor attends Years 9, 10 and 11 Parents Evenings. ✓ All Alumni tracked and Moving On information shared with LA - NEET students offered further support, as needed.
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		apprenticeships and technical education.	
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Careers Provider Access Statement

CHS South 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 on to 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.

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 CHS South's legal obligations under Section 42B of the Education Act 1997

Student entitlement

All students in years 7 to 11 at CHS South 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.

Management of provider access requests

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

Schools' careers lead (SLT):

Mr H Singh, Assistant Headteacher

Telephone: 0161 2419930

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.

- Careers networking events – a carousel of employers with stalls that students can visit based around a specific theme such as STEM, the Creative arts, international women’s day, international men’s day.
- Work experience opportunities – all Year 10 students will complete two weeks of work experience in the Spring term. This is a great opportunity for employers to engage with students and encourage participation in certain job pathways.
- Motivational speakers – speakers with an interesting or inspirational story are invited to come into school and share their journey. This usually involves a pre and post talk workshop or question and answer session to consolidate the ideas and learning from the talk.
- Workshops where students can sample what it is like to study a certain subject post 16 or experience part of a working day in industry.
- Work with curriculum areas – employers may request to work alongside curriculum leaders regarding the content being taught and the up skilling of students to be work ready in certain industries.

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

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 our Careers provider.

Safeguarding

Our Safeguarding Policy (S017) sets out the school’s approach to allowing providers into the school as visitors to talk to our students. All visiting speakers are logged.

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by:

Schools' careers lead (SLT)

Mr H Singh, Assistant Headteacher

Telephone: 0161 2419930