



HIGHFIELD ELY ACADEMY

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

THIS POLICY WAS APPROVED:	SPRING 2024
THIS POLICY WILL BE REVIEWED:	SPRING 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	REBECCA BUTLAND

School Vision, Values and Aims

Highfield Ely Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school. Our careers and work related learning links to the whole school vision:

'The best possible outcomes for every learner, whatever their starting point'

Alongside this we incorporate our core values as a school community which are:

*'Equity - fairness in all actions, decisions and interactions
Respect - to each other, ourselves and the wider world
Perseverance - in learning and in life
Kindness and Compassion - to everyone we encounter'*

High quality Careers Guidance provision should include the following elements:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal Careers Guidance from a qualified adviser

These elements form the 8 Gatsby Benchmarks and are explained in more detail in Appendix 1.

The Careers related learning programme should also be regularly monitored, reviewed and evaluated using Compass+ self-audit tool and also feedback from stakeholders.

Statutory Requirements and Expectations

We will fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in Career Guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers where appropriate.
- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

The school is required to publish a Provider Access Statement which sets out our arrangements for allowing any education provider wishing to inform students about all pathways available to them. This statement is on the school's careers website

Information, Advice and Guidance (IAG)

IAG is a term used to describe the range of services offered by advisers to support people in making informed choices about their learning and work.

IAG can include giving information about different options and courses, providing advice on what might suit an individual's needs and circumstances, and giving guidance on the process of applying for jobs, courses or accessing Social Care funded provisions. It can also involve signposting people to other services that can support them.

The aim of IAG is to empower people, or those whom are making best interest decisions to make informed choices about their learning and work, which can lead to improved life chances and employment outcomes. IAG services are therefore an essential part of what we do at Highfield by supporting our learners to progress to the best available next step post-Highfield.

We use IAG to gain the best possible options for our learners as they move through and then leave Highfield or LINC.

Roles and Responsibilities

All staff contribute to Careers Guidance through their roles as teachers. The careers provision is managed by the following people.

- Rebecca Butland, Careers leader:
Responsible for monitoring Careers Guidance provision and transition across the school, responsible for provision of a planned Careers Guidance programme, responsible for coordinating 1:1 Careers Guidance meetings
- Sally Rowe, LINC Department Leader:
Responsible for making sure that any IAG provided at each LINC learners Annual Review is appropriate to the individual and their next steps. Also that any IAG provided is clear and understood by stakeholders whom are making decisions in the learner's best interests, this may include parent / carers, Social Workers, Nurse or GP, Local Authority Caseworkers, Speech, Physio or Occupational Therapists, or other members of the Learning Disability Partnership. That there are opportunities built into the curriculum for LINC learners to encounter work environments, and work roles and also that stakeholders are clear about what IAG they will receive from the pre-admission process
- Adam Daw, Head of School:
Responsible for ensuring that there is an evidence trail of planning for each learners next steps based on good quality Information, Advice and Guidance from teachers as well as external source/s and that All Information, Advice and Guidance in relation to specific learners is stored in accordance with GDPR Policy.
- A designated careers-link Governing Body member, Lorna Robinson, has responsibility for overseeing the quality of the Careers Guidance provision.
- The school works with two Enterprise Advisors; Elisabeth Every and Nikki Pritchett, on matters relating to strategy support, employer engagement work and employability skills, and is also supported by an Enterprise Coordinator from the Cambridgeshire and Peterborough Combined Authority/Growth Works.

Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Staff Development and CPD

The Careers leader is a member of the CDI and is undertaking Careers Leader training. The Careers Leader has access to and participates in training as and when required and appropriate. They also identify networking opportunities through stakeholder meetings, workshops, conferences etc.

For teachers, training needs are identified and delivered when necessary. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff when appropriate.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- A planned scheme of work for Careers related learning for Years 7-14.
- Employer Engagement and Work-Related Learning for Years 7-14

The Careers related learning curriculum should meet the following learning outcomes:



Grow throughout Life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths



Explore Possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces



Manage Career

Manage your career actively, make the most of opportunities and learn from setbacks



Create Opportunities

Create opportunities by being proactive and building positive relationships with others



Balance Life and Work

Balance your life as an employee or entrepreneur with your wellbeing, other interests and your involvement with your family and community



See the Big Picture

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

LINC 19 – 25:

The programmes of study that LINC learners receive is preparing them for in the best way possible for whatever they move on to. The focus will largely be on independence, communication and self-help skills. All learners will access ASDAN Life Challenges and leave with accredited units linked to their learning

Monitoring, Reviewing, Evaluating and Reporting

The careers strategy and curriculum will be reviewed by the careers leader each year using the Compass tool and Gatsby Benchmark analysis. Each year, some action points will be highlighted to further develop the provision and shown in our Careers strategy.

Entitlement and equal opportunities

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. Careers related learning will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents/carers. The program will promote equality of opportunity, inclusion and anti-racism.

Careers is taught to students equally, regardless of gender, race or other protected characteristic, with no stereotyping of jobs or roles. All students are given free choice of careers options when looking at work experience placements and the school works with the Employability Partnership to source placements as close to the student's desired choices as feasible. Students are involved in the organisation of their own placements where appropriate. In addition, elements of the course address issues of discrimination in all its aspects and rights and responsibilities.

Employer Engagement

Employer engagement is proven through research as a way of raising aspirations, opening up opportunities and providing solid Careers Guidance for students. The school has a full and varied employer engagement programme which can be adapted each year to meet the changing needs of students and the local labour market.

Employers are identified through a range of methods – local knowledge from the careers team, use of parents and staff, close liaison with the school's Enterprise Advisor and Enterprise Coordinator, and other networking opportunities.

Employers engage with students in a range of ways – assemblies, enterprise days, curriculum learning, site visits.

Partnerships & Stakeholders

The policy recognises the range of partners that support the careers provision within our school. These include:

- County Council in respect of their provision of Destination Data and their Transition Team in providing specialised support for a targeted group of students
- Liaison with all local Post 16 providers and higher education institutions
- Local businesses and employers
- Parents and carers
- Others, including National Citizen Service, Job Centre Plus, AIM Apprenticeships

Engaging with Parents / Carers

The school must ensure they maintain an open dialogue with parents and carers when it comes to informing and supporting them in relation to Careers Guidance, so they can fully support their children.

Parents will be introduced to the careers provision during Year 9 through an information letter about the service. This message is reinforced through the years through numerous methods:

- A year 9 upwards Moving on Event
- Use of parents for careers events, such as mock interviews
- Relevant updates via the School Story on Class Dojo,

The careers website is kept up to date with relevant news and resources, and parents and carers are directed to it where appropriate.

Policy Review

Policies will normally be reviewed annually. This review may be brought forward as required by the school to reflect changes in supporting advice/guidance.

Appendix 1

In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight Gatsby Benchmarks defined in the report serve as a framework for world-class careers provision and have been adopted as part of the Government's Careers Strategy, statutory guidance for schools and guidance for colleges (Gatsby, 2024)

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.
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.
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.
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 experiences 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 career 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.