



**Inspire  
Academy**

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

<b>LAST REVIEW NEXT</b>	<b>July 2020</b>	<b>REVIEW PERIOD</b>	<b>Annually</b>
<b>NEXT REVIEW DATE</b>	<b>July 2021</b>	<b>TYPE OF POLICY</b>	<b>Statutory</b>

This policy was reviewed and ratified by Academy Council.

Date of ratification:

Signature:

Print name:

## **Philosophy**

At Inspire our Careers, Education, Information, Advice and Guidance (CEIAG) programme is an integral part of the preparation of pupils for the opportunities and experiences of adult life. Its central concern is equipping pupils to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to install life-long learning.

## **Rationale for CEIAG**

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them. Our CEIAG programme should enable pupils to:

- Be more self-aware about their own skills, aptitudes, values, aspirations and potential.
- Have a better understanding of education, training and future career opportunities both within the UK and abroad.
- Make informed choices about their own continuing education, training and future career paths.
- Develop career management skills of self-reliance, adaptability, flexibility, decision making and problem solving.

## **Commitment**

Inspire is committed to providing a planned programme of CEIAG for all students in years 7 – 11 in partnership with MYT and MEBP.

Inspire endeavours to follow the latest statutory and best practice guidance. It has working towards Investors in Careers Quality Award. Inspire Academy is also committed to meeting the needs of its students by following the Gatsby 8 Benchmarks.

## **Links with other policies**

It is underpinned by the school's ongoing policies for teaching and learning, SEND, assessment, recording and reporting achievement, PSHCE, equal opportunities, health and safety, and special needs linking with the whole school development plan.

## **Student Needs**

The Careers Programme is designed to meet the needs of the students at Inspire Academy. It is differentiated to ensure progression through activities that are appropriate to student's stages of career learning and development. It will be tailored as required to meet the needs of any individual pupil with any disability to be totally inclusive.

## **Entitlement**

The Careers Programme is designed to meet the needs of all students at Inspire regardless of race, gender, disability, sexual orientation and religion. Students are entitled to CEIAG that is impartial. It will cover the needs of both groups and individuals.

It is intended that pupils should be able to:

In understanding career choices:

- (a) Understand the importance in careers of effective decision making and the need to reach such decisions in a logical way. The process, as much as the resulting decisions, should be clearly understood, to allow the students to be independent in the future.
- (b) Assess his or her strengths, weaknesses, preferences and limitations and to relate these to the choice of career.
- (c) Appreciate the range of occupational choice and to show how these may be arranged in levels and related groups.
- (d) Appreciate the qualities that are of interest to employers.
- (e) Understand the patterns of employment, both nationally and locally, how continuing changes take place by the introduction of technological innovations, self-employment and be aware of up to date labour market information etc.
- (f) Assess the effect of occupation on lifestyle.
- (g) Identify what gives job satisfaction and what causes the reverse.
- (h) Acquire full and up to date information about the careers he or she is interested in.
- (i) Unless a pupil precludes themselves, take part positively in an agreed period of Work Experience.
- (j) Understand the educational opportunities at 16+ locally.
- (k) Understand the educational opportunities at 18+ nationally.
- (l) Understand the various academic and vocational qualifications, their limitations, and suitability to career choice.
- (m) Appreciate the changing patterns of vocational training and entry to work through, for example, modern apprenticeships, traineeships and internships.
- (n) Appreciate the increasing need for employee mobility and the need for adaptability at a time when employees can expect to retrain several times in their working lives.
- (o) Recognise and research the sources of job vacancies and how to evaluate these.
- (p) Be able to know how to make a good application for a job or training and to conduct himself or herself well at interview.
- (q) Be aware of the financial demands of National Insurance, Income Tax, etc.
- (r) Understand the discipline which will be required by employers.
- (s) Be aware of Health and Safety procedures relating to a working environment.
- (t) Identify examples of sexual stereotyping and understand what equal opportunities are.

- (u) Identify all areas of possible discrimination in the workplace.
- (v) Be aware of the work of Trade Unions.
- (w) Appreciate some of the difficulties of unemployment and to be aware of agencies and strategies that may help to alleviate some of these.

In general skills:

In relation to CEIAG the pupils should be able to:

- (a) Appreciate the need for a choice of option subjects and the value of a broad and balanced choice versus vocational choice.
- (b) Understand the common core of subjects and transferable skills appropriate to all pupils and adults.
- (c) Investigate the subject requirements for careers of particular interest (Key Skill-Improving my own learning and performance).
- (d) Have an effective command of language, both written and verbal in relation to CEG (KS - Communication).
- (e) Understand the format and techniques of writing different types of letter and completing application forms (KS - Communication).
- (f) Participate in discussion and express ideas clearly and respectfully to another person, either face to face or over the telephone e.g. interviews (KS - Communication).
- (g) Follow uncomplicated instructions both written and verbal.
- (h) Extract information from a written or spoken text and utilise that information in a report or in answer to a problem (KS - Communication, ICT and Problem Solving).
- (i) Relate satisfactorily to other people both peers and adults (KS - Working with Others).
- (j) Apply basic arithmetical operations to everyday problems (KS - Application of Number).
- (k) Recognise the value of cooperation and consideration in a group situation and act accordingly (KS - Working with Others).
- (l) Be concerned about personal appearance and understand its implications.
- (m) Recognise the importance of punctuality and good attendance and act accordingly.
- (n) Appreciate the benefits of responsibility and reliability and seek to cultivate these.
- (o) Understand the importance of involving themselves in extra-curricular activities in and out of school.

- (p) Appreciate the skill of managing their time effectively.
- (q) Understand how revising thoroughly and showing the ability and knowledge that they have will be beneficial to them.
- (r) Be able to understand the importance of Key Skills in general.

## **Implementation**

The School adopts the following approaches to the delivery of CEIAG:

- The Gatsby Benchmark
- As part of a separately time-tabled Careers/Life skills Programme.
- Through off time-table specific events.
- Specialist provision in year 11 – Vocational Education Programme.
- Through cross curricular work within all school departments.
- In partnership with MEBP, MYT, Medway local employers and other outside agencies.
- Careers information is provided by our own Careers Officer, MEBP and MYT.
- Careers lessons are part of the PSHE programme. Other focused events eg a careers and higher education fair are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

## **Work Related Learning**

WRL and Enterprise is a fundamental part of a young person's education across the curriculum, enabling them to make successful transition from school to adulthood and employment. The school will offer a wide range of experiences for students to learn about the world of work, motivate them and prepare them for the opportunities, responsibilities of adulthood whilst supporting their future aims and aspirations. WRL and Enterprise supports the core aims of the "Every Child Matters" agenda: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-being.

The School adopts the following approaches to the delivery of WRL and Enterprise:

- Work Experience for all students in Year 10 & 11.
- Curriculum linked visits.
- Alternative Curriculum Timetable days (Enterprise).
- Peer mentoring.
- Mock interviews/role-play.
- 1:1 Discussions with our Careers Officer.
- Tasters days.
- Employer speakers.
- As part of a separately time-tabled Careers/Life skills programme.
- Specialist provision in year 11 – Vocational Education Programme.
- Through cross curricular work within all school departments.
- In partnership with MEBP and MYT
- Teachers will deliver a curriculum aimed specifically at Careers in term 4.

## **Resources**

Funding is allocated in the annual budget planning in the context of whole school priorities.

## **Partnerships**

An annual Partnership Agreement is negotiated between MYT (Medway Youth Trust) and DOM Education Group which identifies the contributions to the programme that each will make. Inspire Academy also has partnerships with DOM Education Group and MYT.

## **Staff Development**

Staff training needs will be identified and funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.

## **Monitoring, Review and Evaluation**

Inspire Academy, uses The Compass ToolKit to monitor and review our CEIAG programme. The Compass ToolKit will evaluate our careers programme and highlights where the school can improve. It will compare how our school fares against the 8 Gatsby Careers Benchmark standards.

The CEIAG Policy will be reviewed annually by senior teachers and a member of SLT. Review date September 2021.

Inspire Academy measures the impact of its CEIAG programme by holding discussions with pupils, parents/carers & employers who have taken part in our school careers fair. We use the feedback given to prepare our careers programme for the next academic year. We measure and assess the success of our careers programme based around the percentage of successful post 16 placements we are able to achieve for our pupils. Our Careers officer will also contact the post 16 students to discuss their placements prior to October half term to gauge how successful those placements are. This document along with up to date links to post 16 websites can be accessed by staff, parents, carers, governors, partners and personal advisors via the School website.

Further information regarding post 16 opportunities can be found at the following places:

<https://www.midkent.ac.uk/> <https://www.nacro.org.uk/education/>

<https://www.northkent.ac.uk/>

<http://rhtsltd.co.uk/>

<https://www.gov.uk/apply-apprenticeship>