



CEIAG

Careers Education, Information,

Advice & Guidance Policy

Ref NGHS C020

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Document Control

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Author	K Jones / K Roban
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1. Background and Rationale for CEIAG

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

The Ofsted report: ‘Going in the right direction?’ (2013) states that schools should:

- develop and implement a clear strategy for careers guidance
- use destination data on students’ progression after leaving school or transferring to Year 12 in their sixth form to monitor the choices made by students at the end of Year 11
- ensure that every school governing body has an employer representative, and that the vocational route, including apprenticeships, is given equal status to the academic route, for example, by fostering greater links with employers so that young people and their parents/carers are exposed to a wider range of career options
- promote the wider range of progression routes available at further education colleges, independent learning providers, and communities and skills providers.

Further guidance in 2014 from the Department of Education sets out clearly the responsibilities 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.

We are a hub school within the Greater Manchester Authority and utilise the Compass Plus Tool and associated training and resources to meet the Eight Gatsby Benchmarks. We also utilise strong relationships with local business network via the Business Together for Wythenshawe BW3 network of which we are a member.

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.

Newall Green 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 Newall Green 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.

2. AIMS and Objectives

Student's Needs - The careers programme is designed to meet the needs of learners at Newall Green High School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school. Our current cohort (Year 11 only, due to school closure) have had the careers programme delivered throughout Year 7 - 10 during RESPECT delivery slots and as an integral part of the Strive Values Curriculum. Delivery will continue during Year 11 through planned workshops / Drop Down Days.

Entitlement - Learners are entitled to CEIAG which meets professional standards of practice and which is delivered by trained staff and which is person-centred, impartial and confidential. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. This is supported through the work of our school Careers Adviser.

Newall Green 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.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student's aspirations, self-awareness and participation in the CEIAG programme provided by via Respect and Strive Values Curriculum.
- Developing an understanding of employability skills and what is needed for success in the work place.
- 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 Plan 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 KS4 to KS5/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 Healthy, Safe, Stable and in all they do contributing positively to work, society and their own future.
- Working with Manchester Career Connect service and providing Destinations data
- Supporting students/families that require further input and IAG even after leaving NGHS to ensure they do not become NEET.

3. Curriculum:

While the school only has a Year 11 cohort for the academic year 2020/2021, the overall CEIAG provision is in line with the recommended CDI - ACEG framework. This ACEG framework was structured around the 17 'big ideas' in careers and work-related learning and these have been embedded for the Year 11 cohort building from Year 7 through to their current provision. We use our IAG award and GM HUB Gatsby Review process along with employability processes to ensure this is cohesive in planning and delivery.

Our Year 11 cohort have followed a differentiated programme which has ensured progression (although there was/is a clearer focus at key transitional points). Each year group was given a focus and content was covered through the Academic Curriculum, Respect Curriculum and the Drop-Down Day activities.

Other year group foci have been included to ensure the whole careers programme/experience is clear.

Year 7	Aspiration and the mapping of skills and abilities.
Year 8	Recognising and developing employability skills
Year 9	Researching career choices and where the subjects being studied can lead. Looking at which skills are missing and need to be acquired. Option choices for KS4.
Year 10	Researching college courses and the further development / embedding of employability skills through work experience. Developing skills and interests' profile; building on the STRIVE Values of Employability.
Year 11	Consolidating STRIVE Values and Employability skills. Deciding on which route to follow and completing the Application process. Securing the grades required.

By the end of the five-year CEIAG programme our Year 11 students will be given the opportunity to participate in a variety of activities including:

- subject specific information from staff and curriculum areas
- group work and individual interviews when choosing options and making decisions about post 16 choices
- information and research activities in the library / ICT suites eg. Using Various online portals
- work-related learning (including two weeks work experience)
- action planning and recording achievement (using Compass Plus)
- taking part in aspirational career experiences
- participating in careers events in Years 7-9 and Year 10 + Year 11 and Options evenings
- Listening to presentations from Curriculum staff (Year 8/ 9 Options) and Post 16 providers (Year 10 +11)
- taking part in college visits
- completing one to one CEIAG sessions with the Careers Advisor
- participating in specific enriching STRIVE events and activities such as Enterprise, Mentoring, Civil Service Experience Days, Business Mentoring, Look Learn Lunch and Link events etc. that develop student employability, interview or entrepreneurial skills.

4. Timetabling:

The CEIAG programme has been integrated into the Respect sessions and is given additional credence by the use of profile staff within each year group.

- In Years 7-10 all students received an hour lesson each week and tutor activities weekly. The sessions were delivered by the form tutor or the Respect Delivery team.
- In Year 11 all students have the Respect delivery timetable and an intensive pick up programme delivered by key staff (Drop Down Days)

5. 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. As part of the agreement the advisor is required to attend the Parents' Evenings. In addition, the advisor supports the transition careers input in Year 11 where students look at Post 16 routes; at both these events the advisor is available for parental / student enquiries.

Each student in 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 shared with student, home and is updated after further meetings.

In addition, any student at NGHS can make an appointment to see the advisor through the Careers Hub or attend a drop-in session after school at 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. Form tutors, the Pastoral Leader and Senior Staff can make a referral at any point. Where a referral is made by Safeguarding, these students are prioritised.

6. Staffing:

CEIAG is delivered by a range of staff at our school. Each member of staff plays a crucial role in providing comprehensive support to all our students. All staff are expected to maintain and develop relevant expertise and knowledge to support them in delivering CEIAG via core delivery or as part of their subject area. The CEIAG Careers Leader is Paul Jones and he is responsible for the identification of need, the implementation of appropriate CPD and for monitoring its impact. Information is shared via staff portals to ensure staff are up to date with the current pathways, opportunities and local information.

7. Resources:

The school has a specific careers hub which is suitable for interviews and reviews. The room is situated on the ground floor of the main teaching block. Within the Hub a careers section has been developed and continues to be added to.

- Contract for the provision of an Independent Careers Advisor in school is secured through the school budget annually.
- Funding for Respect and CEIAG curriculum is allocated in the annual budget.
- Funding for additional CEIAG events can be sourced from the CEIAG budget.

8. Destinations

The careers leader and the pastoral leader, in partnership with the independent advisor, will regularly update the Destinations data with the local authority. At risk students will be identified and the careers leader will ensure timely onward support via Career Connect or other local support agencies.

The Destination database for the current academic year is to be completed monthly starting in September of Year 11 by the school - this will start to be shared with the Local authority upon request usually monthly from February until July. The destination database from previous academic year is monitored and submitted to the LA from September to January and needs to reflect any changes in destinations, movements and NEETS. This should be done in September and October with continuous

monitoring until final DFE submission in January, any provision after 1st of November does not count in the RPA figures though is required for school and the local authority. As such we prioritise school and careers support during September and October to ensure all former students are in sustainable placements before the 1st of November, The previous 3 years data is kept and tracked in partnership with the local authority.

9. Monitoring and review:

The CEIAG and careers provision has a built-in review annually to the School Improvement Board. Careers events and activities have project reviews built in. All these evaluations 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. Newall Green 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 student's needs. This includes:

- 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.
- This is moderated using our Careers Advisor, Careers Leader, local school improvement hub, GM Careers Hub and Employment Advisor Via the Gatsby Benchmarks and Compass Plus Tool.
- 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 - Staff Roles

	Responsibility
CEIAG Lead	<p>Line Manage Respect coordinator Day to day management of Careers Advisor Destinations data - liaise with LA Manage 1-1 Advice and Guidance agreed contract - sharing information RPA agenda Manage Respect Delivery Staff Liaise with Post 16 providers and set up Track Alumni and develop Alumni community with SLT colleagues Liaise with link Governor.</p>
PASTORAL LEADER	<p>Collate data on student career interests/ plans Work with CEIAG Lead and Advisor in identifying students for particular careers events. Liaise with Intensive team Review training needs of tutor team Update IAG resources</p>
FORM TUTORS	<p>Delivery of Respect Curriculum Support students Write School Reference to support Post 16 choices.</p>
TEACHING STAFF	<p>Identify and liaise with HOY students requiring CEIAG Provide individual support for students to develop aspirations / future plans and access</p>
CAREERS ADVISOR	<p>Provide impartial careers CEIAG to all students Support in staff training Provide 1 to 1 support Write and distribute Action Plans Liaise with Colleges to confirm destinations</p>
RESPECT COORDINATOR	<p>Develop and oversee CEIAG / Respect curriculum</p>
ADMINISTRATION SUPPORT	<p>Careers FE event Manage the appointment requests for Careers Advisor Application Assist with follow up destination phone calls in September</p>

APPENDIX 2 - STUDENT PRIORITY:

Priority	Profile of students
1	Students who are SEN/EHCP LAC students Vulnerable students - identified by Safeguarding Alternative Provision Students
2	Target Students who are sitting on borderline 4/5 English and Maths
3	Target Students who have Attendance between 90-95%
4	Target Students who have attendance below 90%
5	Target Students who have attendance above 95%
6	All Other Students in destination order
9	Students in other year groups with EHCP/Specific Careers Request

APPENDIX
3 SLA GM Hub:



Memorandum of Understanding

This is a Memorandum of Understanding (MoU) between Greater Manchester Combined Authority through Bridge GM and The Careers & Enterprise Company.

School/College

Organisation Name	Newall Green High School
Registered address	Greenbrow Road Wythenshawe M23 2SX
Key Contact Name	Kevin Buchanan
Email Address	K.Buchanan@newallgreenhigh.manchester.sch.uk

Greater Manchester LEP

Organisation Name	Greater Manchester Combined Authority
Registered address	1st Floor Churchgate House, 56 Oxford Street, Manchester, M1 6EU
Telephone	bridge@greatermanchester-ca.gov.uk

1. THE ENTERPRISE ADVISER AND THE BRIDGE GM CAREERS HUB

The GMCA through Bridge GM delivers the Enterprise Adviser Network (EAN) to create powerful, lasting connections between local businesses and the schools and colleges in their area. Building on the strengths of the EAN and responding to the Careers Strategy GMCA is one of twenty one areas with a Careers Hub.

The Bridge GM Careers Hub is a partnership of secondary schools, colleges and specialist provision providers from across Greater Manchester, working with employers and career professionals to ensure the Gatsby Benchmarks are delivered and that careers outcomes are improved for all young people. Schools and colleges within a Hub have a shared vision of how they will work together to improve outcomes for the young people across Greater Manchester.

2. COMMITMENTS

Greater Manchester Combined Authority commits to:

- Provide support from a full-time Enterprise Coordinator (EC).
- Match the Enterprise Adviser (EA) to a local school/college.
- Support the EA to work directly with the EC, the school's senior leadership and careers teams.
- Support the school/college to capture the number of employers/businesses engaged in activity each month.
- Facilitate Compass Tool with school/college SLT and EA each term.

- Support in the development and review of the strategy for employer engagement and careers and enterprise education
- Provide the school and EA with up-to-date employer need and labour market information
- Provide examples of evidenced best practice and opportunities to share good practice
- Carry out Disclosure and Barring Service checks on the EA (and any other volunteers pertaining to this programme as required)
- Ensure that the EA abides by the Greater Manchester Combined Authority's Code of Conduct (copy available upon request)
- Work with the Headteacher and Governing Body to ensure they are provided with regular information to aid the development of CEIAG provision as part of whole-school improvement.

In addition to the above Bridge GM Careers Hub commits to:

- A full-time Hub Lead to oversee the Careers Hub pilot to support the development of Careers Leaders, working with them to:
 - Form a community of practice to test, innovate and share best practice to support schools and colleges in the acceleration to full implementation of the Gatsby benchmarks by testing ways of working, sharing practice, building capacity and developing leadership skills of careers leaders to create sustainability.
 - Support hub schools to work collaboratively to achieve shared priorities across benchmarks 3, 4, 5 and 6.

School/College commits to:

- Provide a nominated person from the Senior Leadership Team to work with the EC and EA on The Careers & Enterprise Company's Enterprise Adviser Network.
- Create opportunities within the careers programme and wider school-life to enable all students to have 1 encounter with at least one employer/employee per year.
- Sharing information with the EC on the number of employer encounters that take place each month
- Sharing information with the EC on the number of businesses engaged with the school/college each month
- Complete Compass Tool with EC and EA on a termly basis
- Develop and/or adapt school strategy to embed work related learning across the school
- Commit to delivery of an agreed Development Plan and to share completed plans with an Enterprise Coordinator, Enterprise Adviser and the Greater Manchester Combined Authority and the CEC
- Attend and participate in network meetings
- Commit to the programme for a minimum of one academic year
- Permit receipt of email communication from GMCA through Bridge GM and the CEC
- Offer honest feedback and review of the programme to support continuous improvement
- Act as a champion for the programme with other schools/colleges and businesses.

In addition to the above Hub schools and college commits to:

- Share information, experience, materials and skills with other schools and colleges in the Hub to learn from each other and develop effective working practices, work collaboratively to identify solutions and best practice.
- Commit to development of a trio action plan for careers provision, using CEC's Tracker Tool for the duration of the pilot, to be kept up to date and signed-off by the schools Headteacher and nominated Governor.
- Identify and share best practice and case studies to showcase impact.
- Allow designated Careers Leader to attend and participate in Hub network meetings and training.
- Allow designated Careers Leader to attend meetings as required with other schools/colleges in their trio.
- Commit to the programme until at least the end of July 2020.
- Work in partnership to ensure the careful and responsible deployment of hub funds.

3. ACTIVITY NOT WITHIN THE PROGRAMME SCOPE

Greater Manchester Combined Authority will not:

- Deliver careers and enterprise programmes directly to students.
- Disrupt existing external or school based programmes that are working well.
- Duplicate existing activity.
- Charge for services - This is a free service which aims to provide cohesion, development, and engagement, avoid duplication, and enhance and add value to current CEIAG provision.

4. AMENDMENTS

Should any party wish to amend the content of this MoU, any proposed changes should be discussed and agreed in writing with the designated parties to this agreement.

5. BREACHES AND ISSUE RESOLUTION

Should any issue arise during the duration of this MoU, then the initial approach should be an informal discussion to highlight the issue and reach a resolution. If for any reason no resolution can be found, then both parties must agree to an action promptly. If required, the MoU can be made invalid through notification in writing by either party.

If for any reason, both or either party continue to fail to abide by the commitments and/or resolve breach (es), then the MoU will become invalid through notification in writing.

The parties affirm to know, understand and agree to all articles of this MoU as above.

SCHOOL/COLLEGE REPRESENTATIVE

Signature: K. Jones

Name: KYRA JONES

Position: HEAD OF SCHOOL

Date: 13/5/19

GMCA REPRESENTATIVE

Signature: K. Jones

Name: KARA JONES

Position: HUB LEAD

Date: 13/5/19

APPENDIX 4 - SLA 1-1 Advisor:**SERVICE-LEVEL AGREEMENT****ADVISINGOURFUTURES**

Organisation:	Newall Green High School				
Co-ordinator:	Kyra Jones				
Year Group(s):	11	Start Date:	01 Sep 2020	End Date:	31 Jul 2021
Days:	30	Total Cost (ex.VAT):	£6,000.00		

Date(s)	Qty.	Description
01 Sep - 31 Dec 2020 approx.	x 12	Yr11 Personal Careers Guidance
01 Jan - 01 Apr 2021 approx.	x 12	Yr11 Personal Careers Guidance
13 Apr - 31 Jul 2021 approx.	x 6	Yr11 Personal Careers Guidance

In order for the IAG service delivery to be successful a commitment is required from both Our Futures and the school to work to guidelines outlined below.

School will....

1. Provide Our Futures with a confidential space and facilities (computer and phone) to conduct the one to one guidance interviews.
2. Provide a named contact (Careers Co-ordinator) for planning and organisation of the service delivery.
3. Liaise with students and parents/carers to inform them of the CIAG Services available via letter, email, website etc. (Our Futures can offer assistance with this in the form of a standard letter).
4. Provide Our Futures with each student's name and tutor group.
5. Inform Our Futures of any changes to the service delivery schedule in reasonable time (i.e. 1 week notice for changes to scheduled days in school)
6. Regularly review service delivery to ensure value for money, consistency of approach and a high quality, responsive service is delivered at all times.

Our Futures will....

1. Provide fully qualified (Level 6) impartial advisers who are registered with the Careers Development Institute and adhere to their Code of Ethics. All CIAG staff will have full and enhanced DBS clearance and professional indemnity insurance.

SERVICE-LEVEL AGREEMENT


ADVISING OUR FUTURES

2. Adhere to Safeguarding, Health and Safety, Equal Opportunities and Data Protection legislation and work within policies in operation in the school.
3. Highlight any students (as 'Red') to the senior leadership team if they are deemed to be at risk of becoming NEET.
4. Work closely with the school to reduce the number of 'Red' students.
5. Strive to achieve all agreed deadlines by working with the school.
6. Inform school promptly of any changes to service delivery and in the event of an adviser being unable to deliver the service, arrange a suitable alternative in agreement and full consultation with the school.
7. Regularly review service delivery to ensure value for money, consistency of approach and a high quality, responsive service is delivered at all times.

Terms and Conditions....

Payment terms are 21 days from the date of invoice.

Invoices are always issued in advance and can be made payable either annually or per-term.

Where applicable, additional charges will be invoiced within one month of the activity being completed.

This agreement is to be signed by the business manager or other such person with financial authority.

Signature: *S. Hamer*

Name (in capitals): *S. Hamer*

Job Title: .. *Business Manger* ..

Date: *14.7.20*

Finance Contact Name: *S. Hamer*

Finance Contact Email: *S.hamer@newallgreenhigh.manchester.sch.uk*

Finance Contact Tel.: .. *0161 413 8820* ..

Purchase Order: *8836*