



CEIAG Policy

Sir William Stanier School

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1. Aims

In an ever-changing employment landscape, our careers program, which is part of the Personal Development Program, strives to prepare our students to compete practically and intellectually, and make a positive and sustained contribution as members of our local community and global society. We recognise the importance of preparing young people for participation in society as informed citizens, empowered to make changes concerning the issues that affect them and those around them.

The development of personal and professional skills, characteristics and attributes is an integral part of our school's curriculum to ensure students are exceptionally well prepared for the next stage of their education, training or employment with training.

All students access a careers program that supports students to make informed, realistic and intelligent decisions about all aspects of the next stage of their education, training or employment with training.

The aims of CEIAG at our school are to:

- Ensure that the school is meeting the requirements of the Gatsby Benchmarks to provide SWS students with;
 1. A stable careers program
 2. Learning from career and labor market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance

This will be achieved through;

- Ensuring that students are informed about how information, advice and guidance services can support them and how they can access the services they need.
 - Ensuring students receive the information, advice and guidance on personal wellbeing and financial capability issues.
 - Ensuring students have the information, advice and guidance that they need to make informed choices and realistic decisions about learning and career options.
 - Creating coherent individual program for information, advice and guidance that are planned specifically to meet the needs of individual students.
 - Ensuring students are involved and engaged in the design, delivery and evaluation of information, advice and guidance.
 - Providing information, advice and guidance services which promote equality of opportunity, celebrate diversity and challenge stereotypes.
 - Ensuring that Parents and carers know how information, advice and guidance services can help their children and how to access different services.
 - Ensuring that all teaching staff providing information are appropriately qualified, work to professional standards and undergo continual professional development.
 - Ensuring that independent information, advice and guidance systems are regularly and systematically monitored, reviewed and evaluated and actions are taken in response to findings.
 - Reviewing the processes for commissioning impartial information advice and guidance are effective and result in services that meet the needs of our students and their parents/carers.
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2. Links to other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies/ action plans,

- Teaching, Curriculum and Assessment Policy
- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Equality Statement

3. CEIAG Provision at SWS

Our CEIAG provision is focused on providing a highly effective, detailed, and coherent careers program under the umbrella Personal Development Program that gives students the knowledge and skills for planning and managing their careers. It provides information about learning options, skills, occupations, local, regional and national labor market and progression routes. Careers advice and guidance is highly personalised and delivered by a specialist adviser who identifies long term goals and provides action steps. Work related learning experiences within and outside the curriculum help students learn about economic well-being, careers and enterprise.

The school has published on its website details of its personal development program and information for parents and local employers.

Specifically, we provide the following provision:

11-14 Provision

- CEIAG is delivered through form time and Personal Development lessons.
- Curriculum support for teaching staff in all subjects promoting work related learning.
- Annual SWS Careers Fair (or local Careers Fair) that includes a wide range of local, regional and national employers in many sectors of employment, training with employment and education.
- Year 9 students and parents/carers are invited to options evening in order to make informed choices about their GCSE options.
- Our Careers Lead attends year 9 options evening to provide parents and students with information regarding future career choices and further and higher education options.
- All students in key stage 3 can access an individual careers meeting with our Careers and Post 16 Transition Adviser via referral or can refer themselves.
- Our most able students access extended CEIAG, cross curricular projects and events in order to increase and accelerate their progress and attainment. Some aspects of this are provided by Higher Horizons.

11-16 Provision

- Students are offered the opportunity to study high value vocational and academic qualifications in conjunction with local post-16 education providers.
 - Access to CEIAG 'drop in' sessions during break times for support with any aspect of CEIAG, such as option choices, researching progression routes, CV writing, post 16 applications or apprenticeship registration and applications.
 - All year 10 and 11 students have an interview with the careers adviser to plan post-16 and apply to college.
 - All students are provided with specific careers lessons within the PD program. This is in
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the form of lessons in form time, timetabled Personal Development lessons, assemblies and Drop Down Days.

- All year 10 students have the opportunity to access one week of work experience (virtual variations are also implemented).
- All students attend SWS annual careers fair and providers fairs that includes a wide range of local, regional and national employers in many sectors of employment, training with employment and education.
- Post-16 education and training provider presentations.
- Visits to universities including Russell group universities.
- University finance Information delivered by local universities to provide detailed information about student finance.
- Information on all local post-16 education providers open days.
- Support with completing post 16 application forms.
- Enterprise Days with local employers.
- Visits to external careers fairs.
- Visits to local employers.
- Taster days at local colleges and sixth forms.

4. Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The pastoral and SEND teams work together on early-identification of students requiring additional support, with no limit placed on how many times a student might see the careers adviser. The careers advisers work with the SENDCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after leaving SWS. Non-traditional routes are supported and encouraged.

The destinations of young people from the school are tracked and this information is used to improve the effectiveness of the school's careers program.

5. Securing Independent and Impartial Careers Guidance

- The Careers and Post-16 Transition Adviser is bound to deliver independent and impartial CEIAG by ensuring expectations and actions stated in the job description are adhered to.
 - The Careers and Post-16 Transition Adviser adheres to the Career Development Institute Code of Ethics to ensure the highest standards of
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professional behaviour as set out in the CDI principals.

- The Careers Leader is responsible for ensuring that the CDI code of ethics are adhered to and this is monitored regularly through line management meetings, observation and review of student CEIAG interviews data.
- The Careers and Post-16 Transition Adviser is subject to rigorous Performance Management targets that include delivery of CDI principles.

6. The Careers Interview Process

During the interview process with the careers adviser students:

- Discuss their current attainment, progress and attitude to learning and the impact this has on their choices and opportunities post 16.
- Are provided with detailed information about progression routes and entry information.
- Are supported to identify and research potential post 16 aspirations and information and guidance is given to support each student to achieve their aspirations.
- Are provided with an individual action plan to address any barriers to achieving a successful post 16 transition.
- Are given an information pack to take home to parents/carers detailing the purpose of the meeting. This includes relevant documentation - such as useful websites specific to the individual student for further research, an individual career pathway, job profiles, Russell Group booklets, post-16 provider leaflets etc. Each parent also receives an evaluation document requesting information on how SWS can improve their CEIAG provision.
- Information is shared with relevant school staff.

7. Work Experience

Work Experience is an integral part of year 10 CEIAG curriculum. All year 10 students are offered the opportunity to 'self-place' by identifying a work environment which is of particular interest to them. Support will be offered to students who are keen to partake in work experience but cannot find a suitable placement.

This entitlement involves a minimum of one week placement in a business or other organisation to allow them to gain a better understanding and knowledge of what goes on in a business and what individual employees do in their jobs. We work in conjunction with Employ, a specialist work experience company to ensure that risk assessments are thorough, and each student is safe and secure whilst on their placement. Work experience allows students to interact with adults in a professional capacity and to operate independently in a grown-up environment.

It provides valuable insights into work practices and cultures and helps young people develop some of the knowledge,

skills, behaviours and capabilities that will help them progress into further learning, training and employment. Where a face-to-face work experience placement cannot take place, students are given the opportunity to take part in virtual work experience opportunities, as offered by local companies.

Students are visited by the Careers Lead and pastoral team, including the wider staff members during their placements and evaluations completed by both students and employers after placements are completed. In the instance of virtual work experience, feedback is taken on student input into meaningful interactions.

8. Personal Development Program

The PD Program has been specifically designed with content to develop and strengthen students' knowledge, skills and attributes required to manage their lives, now and in the future and become global citizens. It is designed to support students to be able to stay healthy and safe, while preparing them to make the most of life and work.

The spiral curriculum covers statutory requirements which came into place in September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education at key stages 3 and 4. Our curriculum provides a comprehensive coverage of the statutory guidance and also includes economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk, which remains vitally important for pupils' personal development, as well as in supporting the academy to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

Delivery

At Key Stage Three, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed throughout primary school and addresses the changes that young people experience, transition, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. They will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

11-14 lessons focus on the following themes:

- Personal and professional characteristics and attributes
- Goal and target setting
- Careers education
- Economic education
- Financial capability

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage Three whilst reflecting on the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others and gaining autonomy.

14-16 lessons focus on the following:

- Searching for training, employment or employment with training.
 - Applying for a position.
 - CV and covering letter writing.
 - Interview skills
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9. Enrichment Days

All students in Years 9-11 will have the opportunity to participate in Careers and Enterprise events through the program of drop down days or external visits to providers. These events allow all students to develop soft skills and work-related skills outside of the normal curriculum. They also give students the opportunity to have at least one meaningful encounter with local employers and post-16 providers every year.

10. Alternative Provision / Work Placements

The school recognises the need to personalise the curriculum for some students who do not engage with areas of their current curriculum and demonstrate 3 or more 'Risk of NEET' indicators. These students need additional and/or alternative provision to ensure their achievements and develop skills and experience of the world of work to reduce the chances of them being NEET post-16 and we ensure that;

- The provider meets the requirements identified in the 'Alternative Provision' statutory guidance published by DfE in January 2023
 - Students identified for alternative/ additional provision are done so fairly and consistently.
 - Parents/ carers agree to alternative/additional provision.
 - We provide suitable, appropriate and engaging provision for all students with different aptitudes and aspirations.
 - All alternative curriculum packages ensure access to a range of post-16 progression routes that are appropriate and challenging.
 - Students and parents/carers have regular access to CEIAG and can request home visits from Careers Lead where necessary.
 - The quality of provision is monitored and evaluated periodically by SLT.
 - Budgets for such provision are established in due time, approved by SLT and Governors and managed effectively by the budget holder
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11. Enrichment and Enterprise

We take enrichment and enterprise very seriously and support students across a range of activities designed to develop their leadership skills, confidence, public speaking, entrepreneurship and employability by;

- Developing and monitoring the delivery of focused extra-curricular clubs that enrich the curriculum and develop students love of learning.
- Ensure each year group have access to enterprise opportunities every year.
- Engagement in local and national Enterprise events and competitions.
- Develop students' skills in enterprise, entrepreneurialism, pitching and presenting.
- Continue to develop strong links with local businesses, employers and entrepreneurs.
- Implement yearly focused program of events and assemblies through the PD program.

12. Role and Responsibilities of the Teaching Staff

The teaching within the school will demonstrate outstanding subject and curriculum knowledge that improves outcomes for students by ensuring teaching and support staff:

- Deliver the curriculum effectively
- Have a secure knowledge of their subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, numeracy and communication skills including the correct use of standard English
- Know their specialism thoroughly and can relate learning in their area to application in everyday life
- The curriculum is differentiated to meet individual needs, particularly those students with special educational needs

13. Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers program, wherever possible. Parents/carers are invited into school to discuss their son/daughter's progress at Parents Evenings.

The Careers Lead as well as education and training providers, attend events for specific year groups. In addition, specialist events for parents include GCSE Options Evening and Year 10/11 Parents Evenings where post-16 guidance is available.

Parents/carers are kept up to date with career-related events and activities affecting their child via the school website and social media. With the student's agreement the outcome of one-to-one careers meetings will be shared with home.

Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Lead at school, should they have any questions or concerns.

14. Leadership and Management of CEIAG

CEIAG is line managed by the Assistant Headteacher who is also the Careers Leader for SWS. Some aspects of the CEIAG program are delivered by teaching staff who are responsible to the Associate Assistant Principals for Personal Development and RSE, followed by the Assistant Headteacher for teaching and learning, the Deputy Headteacher for Quality of Education and ultimately the Headteacher.

There is a named governor who has the overview of CEIAG in the school and the work is monitored by the Governors curriculum committee. The school has close working links with Cheshire East.

The Personal Development Team liaises with external partners, such as employers, learning providers and career guidance services, as well as ensure that the various elements of the school's careers provision are coordinated and managed through a stable and embedded program. They are also responsible for ensuring that the personal development and careers program continuously improves and that it delivers the kinds of impacts that are needed for young people. This means paying careful attention to feedback from all stakeholders and to the destinations of students.

15. Monitoring and Review

This policy will be monitored by the Assistant Headteacher who will report to the Headteacher on its implementation and on a regular basis. The Assistant Headteacher will report to the governing body's Curriculum Committee on the progress of the policy once per year and will recommend any changes.