



The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School

CEIAG and PAP Policy

This policy is applicable to Khalsa Academy Wolverhampton

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Table of Contents

1.	Rationale	3
2.	Commitment/Key terms	3
3.	Aims	4
4.	Careers Education Programme	5
5.	Careers Information Events.....	6
6.	Advice and Guidance.....	7
7.	Display.....	8
8.	Partnerships.....	8
9.	Monitoring, Development and Preparation planning.....	8
10.	Funding and Resources.....	9
11.	Links to other policies.....	9
12.	Provider Access Policy and Legislation.....	10

1. Rationale

A well planned and carefully structured Careers Education, Information, Advice and Guidance programme can play a major part in helping young people to make important decisions, choose appropriate pathways that suit their interests, abilities and individual needs and help them to plan and follow a career path and sustain employability throughout their working lives. It can also help avoid disengagement, put school learning into a wider and more relevant context and help raise aspirations.

2. Commitment

The school is committed to providing a comprehensive programme of CEIAG for all students in Years 7-13. This programme is guided by the Gatsby benchmarks, the New Careers Development Framework from CDI and other relevant direction from the DfE, QCA, UCAS and Ofsted and will conform to statutory requirements. It is designed to meet the needs of students at this school and is differentiated and personalised to ensure progression, through activities that are appropriate to students' stages of career learning and development.

The school is committed to providing a CEIAG programme that is ambitious and aspirational for all students and will promote equality of opportunity, celebrate diversity and challenge stereotypes in an increasingly complex and diverse world. We will embed into our programme the values that underpin our school ethos. We will always put the interests of our students first and ensure that the information provided is timely, transparent, impartial and accessible.

3. Key Terms

For the purpose of developing a cohesive programme within school the term CEIAG is sub-divided into the following sections:

Careers Education (CE) refers to a planned programme of activities within the curriculum that helps young people to gain knowledge, understanding and develop the skills and confidence to make successful choices, manage transitions in learning and move into work.

Information, Advice and Guidance (IAG) enables individuals to use the knowledge and skills developed through Careers Education to make the decisions about learning and work that are right for them. It includes:

Careers Information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support.

Impartial Careers Advice - to help young people gather, understand and interpret information and apply it to their own situation.

Impartial Careers Guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them.

IAG includes Information, Advice and Guidance on careers and FE/HE applications but extends to other personal well-being issues that young people face, some of which may present obstacles to progression and achievement in learning and work such as health, welfare and financial issues.

4. Aims

The Wolverhampton's CEIAG policy has the following aims:

To ensure that students develop the skills and attitudes necessary for success in adult and working life.

To provide a CEIAG programme, designed to meet the needs of all students in Years 7 to 13, that is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

To ensure the CEIAG programme meets professional standards of practice and is person centred, impartial and confidential.

To raise aspirations and enable students to achieve their full potential.

To allow students to contextualise and appreciate the purpose of their learning.

To ensure that CEIAG underpins and runs through the whole school curriculum.

To encourage participation in continued learning including Higher Education, Further Education and Apprenticeships throughout KS3,4 and 5.

To develop students' confidence, independence and resilience.

To reduce 'drop out' and danger of NEET and switching courses in education and training.

To develop enterprise and employment skills.

To ensure the CEIAG programme is integrated into students' experience of the whole curriculum and be based on a partnership with local businesses, outside providers including the Careers enterprise coordinator, students and their parents or carers.

To ensure all students are treated without prejudice and have an entitlement to CEIAG, regardless of race, gender, religion, ability, disability, social background or sexual orientation.

To ensure that students leave school prepared for life in modern Britain.

To contribute to the economic prosperity of individuals and communities.

To teach students about the Local Market and supply them with relevant information for the local context.

4. Careers Education Programme

The CEIAG programme includes Careers Education sessions from years 7 to 13, during form time, assemblies, off-timetable days and other relevant areas of the curriculum.

In Year 7 students complete a unit of work focused on the CDI framework 'Grow through life' following the Steps Careers Programme. Through this programme they learn about the Local market and how their own interests and abilities can become key attributes for choosing a career, They can start to explore possibilities, they begin to research options through a number of opportunities both in formal lessons, virtually and from encounters with external visitors. In addition, the ability to self-reflect, look at their strengths, qualities, skills, dreams and aspirations is further reinforced in other curriculum areas such as STEM subjects, where they explore the range of careers available.

In Year 8 students focus in more detail on Local Market Information and on the Steps Careers programme which assists in developing more concrete ideas about their future career aspirations. They are given up to date information about alternative pathways and options at year 9 and how these options can unlock a range of different careers; looking at their skills and qualities and using the National Careers Service website, MY PATH You tube guidance and our links with the Black Country Careers Hub to explore job profiles, the qualifications needed and related working environments. They also cover a wide range of business-related issues such as the private and public sectors, taxation, borrowing, fair trade and the gender pay gap. This work is further developed in form time to prepare students for making good choices in their mini-course choice programme.

In Year 9 students build on their knowledge with the Steps Careers Programme and start to form definite plans about the pathways and opportunities. They talk to subject staff about the careers available from their subject and continue to use online virtual, external visits and assembly opportunities to consider their next steps. They also have the opportunity to speak to the Careers team with any questions they have. In year 9 we are conscious that our KS4 offer may not suit everyone's needs and so, in line with the LA, we support students who wish to apply to alternative colleges or studio schools for specialist training, education or opportunities. We also accept students who wish to move to us because of our offer at KS4.

In Year 10 Students settle into their KS4 courses and start to consider their next steps post-16. We provide access to employers to meet with and discuss post 16 career pathways including the different opportunities presented by Apprenticeships, Further Education and Higher Education and make further use of the National Careers Service website. Students will use the information provided on a range of pathways and progression routes available to them to complete a covering letter and CV in their dedicated careers form time, focusing on the appropriate layout, structure and language. They are also supported through the Black Country Hub and the in-house Careers team.

Our work experience opportunities have become virtual over the last year or two which has enabled our students to engage in much more worthwhile

experiences that match their aspirations. This is backed by The Black Country Hub and websites such as Springpod.

During Year 11 students will study a range of relevant topics in specific Careers sessions including the private and public sectors, the role of trade unions and the role of business and taxation in a socially responsible society. There is also a focused tutor programme that revolves around focusing on their Careers Interview action plan and what they need to do next, planning for the future and ensuring effective progression beyond Year 11. There is focus on ensuring that all students understand the need to stay in education (and also the importance of a good GCSE grade in English and Maths), particularly since the raising of the participation age (RPA). They are also supported through the Black Country Hub and, if needed Connexions.

During year 12, students will have the opportunity to take part in a vast array of work experience opportunities as well as listen to talks given by professionals in a variety of fields. These will be tailored to their level 3 choices in order to facilitate the ability for them to make informed decisions for higher education/apprenticeships or employment. Students are given access to a number of webinars, online experiences and panels to 'Ask the Expert' to help them gain an understanding of the field they wish to pursue.

Providers such as "Speakers for schools" will be beneficial particularly during non contact time/school holidays etc when year 12 students have the capacity to complete work experience.

There is also an expectation that all subjects provide information to students on the careers and progression pathways related to those subjects. Many subjects, most notably the Sciences, Business and Economics, Law and Health and Social Care engage with a range of local employers and universities to contextualise students' learning.

5. Careers Information Events

The Careers Education programme at all key stages is supplemented by a series of additional extra-curricular events, assemblies and opportunities which support students with their career exploration and planning at every stage of their school careers. We currently have links with The Royal Air force, The Black Country Hub, Local and National Universities and Colleges, a range of STEM opportunities, Virtual Work experience and The Talent Foundry. We welcome companies and businesses to contact the Academy to ensure our students have worthwhile and fulfilling experiences. These events provide students with 'real life' experiences of the World of Work and enable them to contextualise their learning in the curriculum, helping them better understand how the learning and skills they develop in the classroom transfer to the world of work.

6. Advice and Guidance

At TKAW, students are given the opportunity to explore career ideas through face to face discussions with a range of people including school staff, role models and inspiring individuals from industry and education, professionals from universities, colleges and apprenticeship providers and specialist careers advisors.

Support for individual students is co-ordinated by the Heads of Year and coordinated by the PD and CEIAG coordinator.

All students receive a face-to-face interview at key decision-making points during their education (specifically in year 11) to inform progression and are made aware of all available learning pathways open to them. All students are provided with an action plan to help support them with their choices and next steps.

Where appropriate, additional support is provided by the Connexions Service and the Connexions Personal Advisor.

LDD (Learning Difficulties and Disabilities) students receive Careers Guidance and support organised by the SENCO in collaboration with the Local Authority through Connexions.

Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews. Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.

Disadvantaged students are also a priority group who will have a face to face meeting every year to review their progress and discuss their aspirations.

The school organises information events for students and their parents to which all local providers of education and training are invited and actively engaged in offering advice.

The school advertises the Open Days and evenings for local education providers to all students and their parents throughout education phases and transition between key stages and involves a number of them in its guidance events

Careers information and resources are available both in the Careers Resource Centre and online. The National Apprenticeship Scheme and the National Careers Service are both promoted on the school website, alongside other relevant information for students and parents.

Students who are 'moving on' to other learning environments such as College and Apprenticeships are provided with individual, advice, support and guidance on course exploration, completing applications and interview techniques.

7. Display

A range of displays provide students with an overview of their CEIAG journey through school and beyond. The displays include information on progression routes and pathways, qualities and skills. The purpose of these displays is to be both informative and aspirational. Information is also available to students via Google Classrooms. There is an onus on every curriculum area under Gatsby Benchmark 4 to show the career pathways accessible through their specific subject.

8. Partnerships

The CEIAG programme is greatly enhanced through links with several partners who help ensure the students' learning is up to date and relevant. We are committed to developing strategic partnerships with local industry, the Black Country Young Chamber of Commerce; Institutions of Further and Higher Education, The Hemraj Goyal Foundation, parents and carers to achieve the best information, guidance and provision for students. We are particularly looking forward to extending our links with local employers and services through our engagement with the Black Country Hub, the Careers and Enterprise Company and also Jobcentre Plus.

These external partners can help to raise student aspirations, boost their attitudes and employability skills, inform them about the range of roles and opportunities available and help them understand how to make this a reality. It is also important that students' choices on their future are based upon a clear view of the current labour market and how opportunities may change in the future.

Parental involvement is encouraged at all stages. We recognise that parents and carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with KS4 options decisions, in Year 10 with virtual work experience placements, in Year 11 with post-16 choices. Parents also have the opportunity to speak to members of the Year Team throughout the year and all teaching, support and guidance staff at any Year 9 to 13 parental consultation or information event.

9. Monitoring, evaluation and development planning

The CEIAG programme is reviewed annually by the Principal, the SLT and the PD/CEIAG coordinator.

A Link Governor supports the monitoring of this policy, reports progress on CEIAG to the Governing Body and advises on its future development.

Wherever possible, students are actively involved in the planning, delivery and evaluation of all careers programmes and activities. The effectiveness of all CEIAG activities are evaluated through:

- Voices exercises
- Attainment and achievement key indicators

- Students' engagement at KS4 and KS5
- Destinations of our students
- NEET figures remaining very low
- Audit of CEIAG through the Compass+ system and audit tool.

10. Funding and Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular CEIAG needs. Staff training needs are identified as part of the school's CPD programme.

11. Links with other policies

Teaching, Learning and Assessment

Citizenship Education

Equality

Health and Safety

Special Educational Needs

Safeguarding

Provider Access Policy

12. Provider Access Policy

Rationale

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Provider access legislation

TKAW adheres to the updated provider access legislation (PAL) which has now been enacted. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

All students in years 8-13 are entitled: (Through the Baker Clause)

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact our named Careers Leader:

Mrs Charlotte Harding
Telephone: 01902 [925390](tel:01902925390)
Email: c.harding@tkaw.org
Email: career@tkaw.org

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their Parents/Carers. Please see The Khalsa Academy Wolverhampton Careers Programme overview (Appendix 1) to find more about opportunities offered to our young people and speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the building, including classrooms or private meeting rooms, available for discussions between the provider and students, as appropriate to the activity. The school will also make available Audio Visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Digital and Remote Access

We have made available opportunities for providers to engage with our students remotely, taking part in careers workshops, Ask the expert, Careers guidance and virtual work experience.

If you are interested in working with us on a project or wish to attend an event, please contact our named Careers Leader:

Mrs Charlotte Harding
Telephone: 01902 [925390](tel:01902925390)
Email: c.harding@tkaw.org
Email: career@tkaw.org