

Barking Abbey School



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

This CEIAG policy was adopted by the Governors of Barking Abbey School in the Autumn of 2023

Ratified by

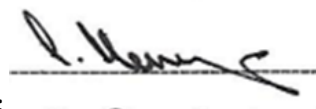
Date: 04.10.2023

Headteacher Signature:



Date: 04.10.2023

Governors Signature :



Date:

Review date: Summer 2024

Statutory Policy

1. Introduction

The world of work is changing. Employers are looking for employees who are innovative in their approach to solving problems, who can take the initiative, cope with uncertainty and change, be able to communicate well and work well in teams. Therefore students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their education and to enable them to manage their careers and sustain employment throughout their lives.

Barking Abbey School has a statutory duty (Section 42A and Section 45A of the Education Act 1997) to provide independent careers education during Years 8 to 11 and to give advice and guidance to young people so they are inspired and motivated to fulfil their potential. The school will help every pupil to develop high aspirations and consider a broad and ambitious range of careers throughout their time with us in their education.

2. Definition

CEIAG (Careers Education, Information, Advice and Guidance) is the role of information, advice and guidance in young people's education and employment choices process. CEIAG is essential to allow young people to make suitable educational and employment decisions and to minimise the potential costs associated with uninformed and unsuccessful choices.

3. Barking Abbey School CEIAG Aims

To develop a programme which is inclusive of all Barking Abbey School pupils; helping our young people to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices.

Our mission at Barking Abbey School is to equip pupils to give and expect the best during their time at school, and in life beyond school. It is therefore essential that teaching at Barking Abbey School provides our students with the opportunities to develop key skills, qualifications and cultural capital which are essential for their future success, as well as ensuring they can gain the outcomes necessary to succeed in fulfilling their ambitions.

4. Rationale

A young person's career is defined by the progress they make in learning and work. All young people will benefit from a planned programme of activities that will help them to choose the pathways that are right for them, to be able to manage their own careers and to aspire to lifelong career wellbeing and happiness.

We recognise that all schools have a statutory duty to provide impartial careers education in Years 7-13. Outstanding Careers Education Information Advice and Guidance (CEIAG) are fundamentally linked to the school ethos.

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The policy is based around recent updated Government guidance on the delivery of CEIAG in schools.

The policy aims to ensure Barking Abbey School is working to meet all 8 points of The Gatsby Benchmarks referenced in the January 2018 Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff from the Department for Education, by the end of 2020. The Gatsby Benchmarks are detailed as:

Benchmark	Description	School Requirements
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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum	All teachers should link curriculum learning with careers. STEM subject	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people

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<p>learning to careers</p>	<p>teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5.Encounters with employers and employee</p>	<p>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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p>6.Experiences of workplaces</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<p>7.Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 18 all year 8 to year 13 pupils should have opportunities for access to a range of education and training providers. • Students will have a minimum number of six "provider encounters" between year 8 and year 13. • Between year 8 and year 9, students will have two encounters with further and higher education. • Between year 10 and year 11, students will have two further encounters with further and higher education. • In year 12 or 13, students will have two further encounters with further and higher education. • Providers of these encounters should provide students with the following, which will thus ensure that all encounters are considered 'meaningful encounters' in line with the careers guidance and access for education and training providers set out by the government: <ul style="list-style-type: none"> ○ approved technical qualifications or apprenticeships that the provider offers

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		<ul style="list-style-type: none"> ○ information about the careers that such qualifications lead to ○ description of what learning or training with the provider is like ○ opportunity for pupils to ask questions. <ul style="list-style-type: none"> ● The times at which these encounters take place in line the statutory requirements are set out in the school's careers plan, which is updated for each academic year.
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.	<ul style="list-style-type: none"> ● Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The Statutory Duties outlined in the January 2018 Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff from the Department for Education are:

1.	Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2.	The governing body must ensure that the independent careers guidance provided: <ul style="list-style-type: none"> ● is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; ● includes information on the range of education or training options, including apprenticeships and technical education routes; ● is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3.	The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
4.	The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include: <ul style="list-style-type: none"> ● any procedural requirement in relation to requests for access; ● grounds for granting and refusing requests for access; ● details of premises or facilities to be provided to a person who is given access.
5.	The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

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5. Policy Statement – Access to Providers

5.1 Introduction: This policy statement sets out the school's arrangements for managing the access of providers to pupils 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.

5.2 Pupil Entitlement: All pupils in Years 8-13 are entitled to:

- 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.

5.3 Procedural Requirements: a provider wishing to request access should contact Nicky Jarvis (Careers Coordinator / Adviser) or Lucy Glendinning (Careers Coordinator / Adviser) on 0208 270 4108.

5.3 Grounds for granting and refusing requests for access:

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Premises and Facilities: The school will make the premises and facilities needed available as appropriate, and insofar as is reasonable and possible within the school premises for the purposes of any event that a visiting provider partakes in.

Providers are welcome to leave a copy of their prospectus or other relevant course literature to be made available to students in the school libraries on both school sites. The libraries are available to all students at lunch and break times.

6. Principles

6.1 CEIAG as an integral part of the curriculum.

6.2 The foundations of effective CEIAG practices are developed progressively throughout the key stages and are consolidated in Year 10 and 11.

6.3 CEIAG is managed effectively and contributes to raising attainment.

6.4 The progress made with CEIAG is monitored and measured through the use of a suitable benchmarking tool.

6.5 CEIAG is differentiated and appropriate to the needs of individuals. This can include specific challenges for more able students.

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6.6 CEIAG is planned and prepared alongside all other programmes of learning.

6.7 Expertise from the Careers Team at Barking Abbey School

7. Roles and Responsibilities

7.1 Designated Careers Leader to lead careers Programme:

Stephen Madigan: madigans@barkingabbeysschool.co.uk

7.2 Designated SLT Line Manage to Careers:

Stephen Madigan, Director of Aspiration:

madigans@barkingabbeysschool.co.uk

7.3 CEIAG Independent Careers Interviews:

Lucy Glendinning: glendinningl@barkingabbeysschool.co.uk

Nicky Jarvis: jarvisn@barkingabbeysschool.co.uk

8. Review

8.1 This policy and careers provision will be reviewed annually.