



The **Petchey** Academy  
*Inspiring & supporting every child*

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

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<b>Learning Centre:</b>	AVP- Careers

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<b>Related policies:</b>	Health and Safety Policy, Inclusion Policy, Child Protection and Safeguarding Policy.
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**Distribution:**

Name	Department/Organisation
Petchey Academy Board of Governors	Directly for approval
All Petchey Academy Employees	Via the website
All external stakeholders	Via the website

(The academy can make this policy available in Turkish also, on request.)

**Change history:**

Version	Name	Date	Changes	Committee Sign Off	Date
1.0	K George	12/02/2014	Original Author. Version for review by governors.		
1.1	D Nash	11/4/2015	Policy with Update		
1.2	D. Nash	17/5/2015	Policy with entitlement update		
1.3	T. Janvrin	28/1/2017	Policy with Update	ECM	March 2017

**Policy Review:**

<p><b>Review of impact against the aims of policy:</b></p> <p>This policy is suitable in its aim to ensure staff are aware of the overarching principles of the Academy’s careers provision, the importance of this within a national legislative context, and to provide clarity on staff, and partnership roles within this provision.</p>
<p><b>Do there appear to be any patterns of equality related issues:</b></p> <p>This policy makes reference to the work of the Academy to ensure effective and inspiring CEIAG provision to all students. There do not appear to be any pattern of equality-related issues.</p>

**Please use the screening questions to ascertain the need for a Privacy Impact Assessment**

The policy does not require a PIA.

**Reviewed by:** T Janvrin

**Date:** 28/1/17

**Next Review by ECM Date:**

March 2019

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## 1. INTRODUCTION

A young person's career is defined by the progress they make in learning and work. Outstanding Careers Education, Information, Advice and Guidance (CEIAG) is fundamentally linked to our Academy ethos of Inspiring and Supporting every child. All our 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.

The Academy is committed to providing impartial CEIAG to all students through the curriculum and organised activities. It is presently working towards the Investor in Careers Full Award to ensure the quality of our careers provision.

A well-managed CEIAG programme includes both education and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance, students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in students' self-development and understanding of careers will be increasingly monitored and evaluated.

Careers education forms an integral part of the curriculum and is part of the core curriculum for all students. The Academy runs a rolling seminar programme which supports the delivery of PSHE, literacy and Careers. Careers seminars occur every Friday and are delivered to groups of students by their Academic Tutors. The curriculum delivered to students from Y7 to 13 are built around the three main areas of careers learning, identified in the National Framework;

- Self-Development; understand themselves and the influences on them
- Career Management; make and adjust plans, to manage change and transition
- Career Exploration; Investigate opportunities in learning and work

The careers programme includes:

- careers education activities (careers lessons, assemblies, careers learning embedded in subjects)
- After school careers activities
- Educational trips (Colleges, Universities, and Employers)
- Interactive careers IAG activities (group work and individual interviews)
- information and research activities

The overall management of Careers Education and Guidance is lead by a member of the Academy's senior leadership group. Delivery of the curriculum is co-ordinated by the Academy's senior leader, the Careers Co-ordinator and a part time external Prospects Career Advisor, alongside Year Leads and their teams of Academic Tutors who work with students in their Careers seminars.

### 1. Purpose

The aim of this policy is to ensure that, through appropriate CEIAG, all students:

- Have higher aspirations through challenging stereotypes and encouraging them to consider a wide range of careers.

- Make the most of their talents and go on to jobs or courses that suit their needs and intelligence.
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Ensure students entitled to Pupil Premium get access to a diverse range of Careers Opportunities
- To develop partnerships with external organisations to provide authentic Careers Experiences.
- Progress through the ACEG framework of CEIAG objectives developing confidence and understanding

## **2. Scope**

Students are entitled to CEIAG which meets professional and ethical standards of practice and which is person-centred, impartial and confidential. The Petchey Academy CEIAG programme is integrated into students' experience of the whole curriculum and is based on a partnership with students, their parents or carers, employers and external careers providers. The programme should raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity. The careers programme is designed to meet the needs of all students at the academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. In order to provide a clear programme of progression through years 7 to 13, our Careers provision is mapped against the Association for Careers Education and Guidance (ACEG) Framework.

For the entitlement statements for each key stage please see appendices 1, 2 and 3.

## **3. Equality analysis**

The academy continually promotes equal opportunities, and takes every opportunity to challenge stereotypes and raise aspirations. The Academy monitors the seminar programme, careers resources and opportunities to ensure that they encourage students of all ethnicities, genders and abilities, as well as those receiving Pupil Premium, to aspire to, and access pathways towards different careers.

The Academy proactively tackles gender and racial discrimination through calendared events including STOP week (Stamp Out Prejudice), Learning Centre Weeks, and through the assembly calendar. The Academy responds as required to individual incidents within the academy, or in the media, through year group assemblies or targeted workshops to ensure attitudes which conflict with this ethos are addressed promptly.

The role of the careers advisor includes regular attendance to Intervention meetings within the Academy, to ensure appropriate careers provision is made available to students of all abilities and needs, including those who are vulnerable or at-risk.

## **4. Definitions**

Not Applicable

## **5. Legislative context**

The Academy has based this policy around recent Government Guidance on the delivery of CEIAG in schools. The documents titled: "Careers guidance and inspiration in schools" published in March 2015, and the latest ACEG framework published in 2012 have both been integral to the process of updating this policy. Although no guidance has been released since these publications, the Academy continues to align itself with emerging government themes, through regular liaison with the Hackney Careers Collaborative, to ensure we fully meet the expectations of Ofsted, as well as any future guidance linked to the government's Industrial Strategy.

The assessment criterion for the full Investor In Careers Award closely mirror these themes, and successful achievement of this award will further future-proof the academy's careers provision in relation to these expectations.

## **6. Health & Safety Implications**

This policy has been written in conjunction with the Academy policies for Health and Safety, our Inclusion Policy and our Child Protection and Safeguarding Policy.

The provision of all employer, or careers service partnerships with the Academy are scrutinised by the careers team prior to any engagement with students. All careers visits undergo an EV1 scrutiny by the Vice-principal, and visitors to the Academy are accompanied by staff at all times when interacting with students.

Work Experience placements are sourced through the Inspire organisation, who conduct thorough Health and Safety checks of placements before students attend. In situations where Inspire cannot conduct these checks (such as late own-finds), IOSH-trained members of academy staff will fulfil this role. All students are visited at least once during work experience placements by a member of Academy staff to assess the progress of students and immediately report and Health and Safety concerns.

## **2. POLICY**

### **1. Principles**

- Staff and students regard CEIAG as an integral part of the curriculum.
- The foundations of effective CEIAG practices are developed progressively throughout the key stages and are consolidated in Year 10, 11, and UG
- CEIAG is managed effectively and contributes to the challenge of raising attainment.
- CEIAG is differentiated and appropriate to the needs of individuals. This can include specific challenges for gifted and talented students.
- In time CEIAG is clearly identified in all schemes of learning.
- CEIAG is planned and prepared alongside all other programmes of learning.
- Engaging with CEIAG provision is acknowledged and praised using rewards systems such as motivation marks, merits and postcards home.
- Expertise from Partner Organisations is used to enhance our CEIAG provision. This includes Career Ready UK, Prospects, Bloomberg and the Hackney Careers Collaborative.

## **2. Procedures**

### **2.1. Members of the Leadership group**

Support Academic Tutors , teachers, subject leaders and year leads to improve the engagement of students in CEIAG activities.

### **2.2. Year Leads**

Ensure CEIAG is clearly identified in Seminar schemes of learning.

Ensure Academic Tutors / Staff acknowledge outstanding engagement in CEIAG dialogue and events through the reward systems.

Ensure annual plan for procedures on conducting and CEIAG are clear and understood by year teams.

### **2.3. Academic Tutors**

Have regular conversations with students regarding CEIAG.

Plan and deliver high impact CEIAG sessions each Friday.

Acknowledge outstanding engagement in CEIAG dialogue and events through the reward systems.

### **2.4. Subject Leads**

Ensure CEIAG is highlighted in subject schemes of learning where relevant.

Ensure teaching staff acknowledge outstanding engagement in CEIAG activities through the reward systems.

Ensure procedures on CEIAG are clear and understood by learning communities.

### **2.5. Academy Staff**

All staff have a duty to contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through weekly seminars, assemblies and CEIAG related events. The CEIAG programme is planned, monitored and evaluated by the AVP who oversees CEIAG and the Careers Coordinator in consultation with the external Careers Advisor from Prospects Careers Advice Plus who provides specialist and impartial careers IAG.

Careers information is available in the library and on the eXchange.

All staff should be kept up to date with developments in careers, and receive appropriate training and development

### **2.6. Students**

Attend all CEIAG appointments and events coordinated for them.

Take responsibility for their future aspirations by completing independent research as appropriate to their stage in the Academy.

Complete all CEIAG tasks to the best of their ability.

Discuss with parents any concerns they have with CEIAG.

Act on the feedback given by academy staff or visiting partners.

## **2.7. Parents**

Talk with and take an active interest in their son/daughter's CEIAG. This discussion can take place in any language and is an important contribution to future success for all students. Support the Academy by attending sessions hosted by the Academy which relate to progress, opportunities or Careers.

## **2.8. The Governing Body**

Monitor effectiveness of policy through written reports provided by school's management from time to time.

Any updates will be included in the Governors' Every Child Matter's committee agenda and relevant information sent to parents and carers. Events involving outside links will be evaluated and reported on as a matter of course to assess how effective they are in meeting learning outcomes.

# **3. GOVERNANCE REQUIREMENTS**

## **3. Responsibility**

The Careers Coordinator, supported by the Assistant Vice Principal responsible for CEIAG, will provide an overview for the Academy each September. This will be added to over the course of the year as additional opportunities arise, by year and by subject area.

The Partnership Agreement with Prospects Careers is reviewed termly and amended annually. The CEIAG programme is reviewed and developed annually by the AVP overseeing careers and the Careers Co-ordinator. The Academy has a range of evaluation and review mechanisms in place. Academy surveys, and a careers specific survey, are completed by students and the results are analysed each year. There is a regular scrutiny of the seminar, and the work, which is completed by students in their careers seminars. Our external delivery through work experience and the Career Ready Programme have their own evaluation processes. A focus will now be placed on students evaluating their progress more regularly through self, peer and teacher assessment.

Through the Academy's application for the IIC award, the Academy will receive external evaluation of its Careers provision.

## **4. Implementation / Communication Plan**

### **4.1. Staff Training and Learning**

Training is seen as a significant part of the effective implementation of Careers Education and is built into the annual needs and assessment of the Academies INSET planning. Regular Staff training needs assessments will be undertaken to ensure the training needs are met for all staff. This will include whole Academy professional development sessions, as well as training for all new starters so they understand how we deliver high quality CEIAG. The Academy recognises the need for staff delivering Careers Education and Guidance to keep up to date with the rapid changes in training and employment trends and will provide suitable training so that staff are able to do this.

## **4.2. Resources**

Funding is allocated in the annual budget planning round in the context of whole academy priorities and particular needs in our CEIAG provision.

The Careers Coordinator is responsible for the effective deployment of resources.

Careers resources, available for all students, are relevant and up- dated regularly. Access to careers software (Kudos, Unifrog and Linked In), the internet, careers related literature and drop in careers guidance is easily available through our network and our Careers Co-ordinator office

Careers provision is supported by an external partnership with Prospects Careers Advice Plus Hackney and an advisor delivers impartial careers advice to targeted year groups of students. In addition a wide range of other external partnerships are used to support the Careers Programme including; Bloomberg, Into University, My Big Careers and Inspire.

## **4.3. Partnerships**

An annual Partnership Agreement is currently with Prospects Careers Advice Plus Hackney which identifies the contributions to the programme that each will make. A similar partnership agreement is negotiated between Inspire Business and Partnerships (in relation to The Petchey Academy Work Experience programme Year 10 and 12). We have strong relationships with other services such as The Hackney Learning Trust, established links with local FE colleges Bsix and Hackney Community College. Strong links are also being developed with Oxbridge and Russell Group Universities. As required with local 14-19 partners and local businesses. We have also developed key Careers-related Partnerships with Bloomberg and Career Ready UK to further develop our Careers provision. The Academy will liaise regularly with partners to ensure effective implementation of their provision.

## **5. Exceptions to this Policy**

Not Applicable

## 4. Supporting documentation

### 4.1. Appendix 1: KS3 Careers Entitlement and Objectives

All Y7 and Y8 Petchey students will have weekly access to a careers seminar where you they will focus on their career and progression. These seminars are based around the Association for Careers Education and Guidance (ACEG framework) and students will work through activities which relate to objectives 1-17 shown in appendix 1. Whilst developing an understanding of their skillset and interests students will also experience assemblies, and other career related events such as Red Cross First Aid training, and a visit to Bloomberg our primary partner so they begin to get an insight into a range of different careers. As students move towards the end of KS3 they will have access to careers software to enable them to identify a range of potential career opportunities. The results of this survey, and an interview with an impartial Careers advisor, will help them to choose the right subjects and courses for their KS4 options.

By the end of Key Stage 3 all students will have:

A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work

A better understanding of the full range of 14-19 opportunities for progression

An understanding of some of the qualities, attitudes and skills needed for employability.

Experienced a weekly Careers session following the Academy Careers curriculum map.

Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.

Received appropriate advice and guidance on Key Stage 4 options, through a 1 to 1 interview with a member of the Academy Leadership team

Have undertaken learning activities or experiences which enable them to meet each of the 17 ACEG framework objectives for KS3 students. (See Appendix 1)

ACEG Framework Objective	Objective
1	Describe yourself, your strengths and preferences
2	Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing
3	Explain how you have benefited as a learner from career and work-related learning activities and experiences
4	Describe different ways of looking at people's careers and how they develop
5	Identify different kinds of work and why people's satisfaction with their working lives varies
6	Describe the organisation and structure of different types of businesses
7	Be aware of what job and labour market information (LMI) is and what it can do for you
8	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you

9	Be aware of the laws and by-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you
10	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need
11	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
12	Recognise when you are using the qualities and skills you need to be enterprising
13	Show that you can manage a personal budget and contribute to household and school budgets
14	Look systematically at the choices and opportunities open to you when you reach a decision point
15	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
16	Know how to prepare and present yourself well when going through a selection process
17	Show that you can be positive, flexible and well-prepared at transition points in your life

#### 4.2. Appendix 2: KS4 Careers Entitlement and Objectives

All Year, 9, 10 and 11 Petchey Students will undergo a rigorous process of Career development. Students will continue to experience a weekly Careers Seminar which builds on the ACEG framework to further develop their careers confidence and transferable skills (Appendix 2). To consolidate this all students will undertake a two week block work experience placement which focuses on their future career aspirations, and provides experience of work. Students will also experience a range of Careers Fairs and College presentations from local education providers and an apprenticeship day which falls within apprenticeship week. This will be supported by links with local employers including Arsenal football club, further modules at Bloomberg and Charities such as First Give. All of our KS4 students will experience impartial Careers Interviews from a qualified Careers Advisor in both Y10 ahead of work experience, and Y11 to receive advice on their next steps. This will be facilitated by our on-site Careers Co-ordinator and a Prospects Advisor. The transition and destinations of our KS4 students is of paramount importance and students will receive information on sixth form and college open dates, support with completing applications, and mock interviews where deemed advantageous. The Academy also ensures close monitoring of our more vulnerable students with partnerships including Prospects and Changing Futures London used to ensure a successful transition.

By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes (this may include Kudos and Unifrog).
- Experienced the World of Work through a work placement
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Been given advice and guidance about apprenticeships and volunteering opportunities.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves
- Have undertaken learning activities or experiences which enable them to meet each of the 17 ACEG framework objectives for KS3 students. (See Appendix 2)

<b>ACEG Framework Objective</b>	<b>Objective</b>
<b>1</b>	Recognise how you are changing, what you have to offer and what's important to you
<b>2</b>	Be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing
<b>3</b>	Review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences
<b>4</b>	Explain key ideas about career and career development
<b>5</b>	Explain how work is changing and how this impacts on people's satisfaction with their working lives

<b>6</b>	<b>Explain different types of businesses, how they operate and how they measure success</b>
<b>7</b>	<b>Find relevant job and labour market information (LMI) and know how to use it in your career planning</b>
<b>8</b>	<b>Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues</b>
<b>9</b>	<b>Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices</b>
<b>10</b>	<b>Build and make the most of your personal networks of support including making effective use of impartial careers information, advice and guidance</b>
<b>11</b>	<b>Show that you have acquired and developed qualities and skills to improve your employability</b>
<b>12</b>	<b>Show that you can be enterprising in the way that you learn, carry out work and plan your career</b>
<b>13</b>	<b>Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training</b>
<b>14</b>	<b>Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</b>
<b>15</b>	<b>Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you</b>
<b>16</b>	<b>Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen</b>
<b>17</b>	<b>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</b>

#### 4.3. Appendix 3: KS5 Careers Objectives

All Y12 and 13 Petchey University Gateway (UG) students will be prepared for progression onto University, further education, or into the world of work. Students will continue to experience a weekly Careers Seminar which builds on the ACEG framework to further develop their careers confidence and transferable skills (Appendix 3). The focus within these will be on volunteering, part time work and internships during Y12, and UCAS applications, apprenticeships and next steps in Y13. A range of careers fairs within and outside of the Academy day will promote University, apprenticeships and other opportunities to students. In addition, the Academy has a wide range of Partnership opportunities through organisations such as Career Ready UK, Bloomberg, NCS, Envision, Young Enterprise and Duke of Edinburgh. Each of these helps develop different skillsets important in building the character and attitude for a successful transition to University or work. The Academy considers authentic work experience to be a vital component in ensuring students are Career Ready. All UG students will undertake a two week placement in the summer term of Y12, and those students enrolled on vocational courses will have Mondays working with a local employer every week.

By the end of KS5, all students will have:

- Two week block work experience placement which focuses on students' future career aspirations
- Careers Fairs in and outside the academy day
- Apprenticeship presentations
- University presentations
- Presentations in regards to student finance and support at University (for students and parents)
- Invited guest speakers
- Careers interview for every Year 12 and 13 student
- Support with completing UCAS, apprenticeship applications forms, and access to computers for on-line registration
- Mock Interviews, where deemed advantageous and particularly for Oxbridge candidates.
- Supported CV and Personal Statement sessions within Seminar sessions
- Parent evenings and assemblies are supported by external IAG provider
- Partnership opportunities through organisations such as Career Ready UK, Bloomberg, NCL, Envision, Young Enterprise, Duke of Edinburgh.
- Assistance with establishing Summer holiday internships
- Have undertaken learning activities or experiences which enable them to meet each of the 17 ACEG framework objectives for KS5 students. (See Appendix 3)

ACEG Framework Objective	Objective
1	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
2	Create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
3	Be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner
4	Explain the impact of changing career processes and structures on people's experience and management of their own career development

5	Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
6	Explain how what businesses do, the way they operate and the way they measure success is changing
7	Draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans
8	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
9	Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices
10	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
11	Explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
12	Develop and apply enterprising qualities and skills in your approach to learning, work and career planning
13	Develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
14	Research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you
15	Know how to make career enhancing plans and decisions
16	Know how to prepare for, perform well and learn from your participation in selection processes
17	Know how to develop and use the strategies you will need to cope with the challenges of managing your career transitions