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| Careers Education Information Advice & Guidance Policy |
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| **Policy Title** | |
| **Careers Education Information Advice and Guidance Policy** | |
| Version Number | 1 |
| Policy Implementation Date | 03 JAN2023 |
| Peregrinate Policy Manager | Angela Mollan, Chris Mollan |
| Approved by Senior Management | 03 JAN 2023 |
| Approving Signature | Angela Mollan |
| Policy Review Date | 03 JAN 2024 |

**Principles**

Statutory Duty for Schools & Academies

From January 2018, it became a requirement for the school to work towards achieving the Gatsby Benchmarks for careers, as set out in the DFE document, and as a result, Peregrinate now maps its provision against this and ensures that these Benchmarks are being met.

**Rationale for Careers Education Information Advice and Guidance (CEIAG)**

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood: Preparing students for the opportunities, responsibilities and experiences of life

* Supporting young people to achieve their full potential
* Empowering young people to plan and manage their own futures
* Providing comprehensive information on all options, including apprenticeships
* Raising aspirations
* Promoting equality, diversity, social mobility and challenges stereotypes
* Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives
* Developing an understanding of labour market information

**Purpose**

Peregrinate is committed to career learning and development and it intends to fulfil its statutory obligations.  It supports the Peregrinates overall vision to ensure that students can go on to lead both ‘happy and successful lives’ and is linked to the Schools Development Plan. Senior leaders and Champions have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum.  All CEIAG activities adhere to the principles of equality and health & safety policies.

**Commitment**

Peregrinate is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance.

It is also committed to maximise the benefits for students by using a whole school approach involving parents/carers, external IAG providers, employers and other local agencies as well as support from Home Schools and Local Authorities.  It is committed to providing a planned programme of impartial careers education and information, advice and guidance (CEIAG) for all learners in year 7-11.  We also follow best practice guidance from the careers’ professional, and other expert bodies. Peregrinate follows the Gatsby Benchmarks; (See Appendix A for examples)

1. A stable careers programme  
2. Learning from career and labour 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

**1**. **Management**

CEIAG is overseen strategically by the Lead Tutor, who works in collaboration with the tutors who deliver different aspects of CEIAG and external agencies to ensure that the necessary outcomes are delivered. They review and evaluate the provision with all stakeholders including young people and the external services, taking into account Peregrinates destination monitoring records.

**2**. **Pupil needs and entitlement**

* There is a planned programme of learning experiences with learning outcomes for Year 7 to Year 11 which enable young people to:
  + Develop themselves through career and personal development education.
  + Learn about careers and the world of work, undertake workplace case studies in year 10
  + Develop career management and employability skills
  + Participate in Enterprise sessions
  + Have multiple one to one careers interviews to plan and identify next steps of their futures
  + Understand different post-16 offers including apprenticeships
* The careers programme is designed to meet the needs of pupils. Activities are differentiated and personalised to ensure progression in their career.  Learning and development to strengthen their motivation, aspirations and attainment at school.  Activities are mainly embedded through assemblies, form time, visits and drop down days.
* Elements of the above will require access to individual information advice and guidance through, internal staff, external visitors and mentors to help engage, aspire and motivate students.
* Careers information is available in the corridors, on the school website and in the library, the resources are maintained by the Lead Tutor and through accessing other external professionals.
* Pupils with SEND will have full access to careers education with appropriate modifications. Best practice will be used to inform our practice.
* By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

**3**. **CEIAG Objectives**

All CEIAG will cover the Gatsby Benchmarks which include a stable careers programme, learning from career and local labour market, addressing the needs of each pupil, a curriculum linked to careers, encounters with employers and employees, experience of work place, encounters with FE and personal guidance.

* By the end of Key Stage 3 students will have had an opportunity to:
  + Consider their skills, interests and academic strengths
  + Understand options choices available at Key Stage 4 and begin to explore those beyond post 16
  + Had the opportunity to discuss options individually with staff
  + Understand the importance of making well informed realistic decisions
  + Access careers information in the library
  + Access to high quality and relevant LMI which is available in accessible formats tailored to students’ needs.
* And also to engage in at least one of the following:
  + Enterprise activity
  + External Visits activity
  + Entitlement for apprenticeship education as outlined in the Baker clause
* By the end of Key Stage 4 students will have had the opportunity to:
  + Consider their skills, interests, qualities and academic strengths
  + Had the opportunity to take part in work experience
  + Participate in a Mock Interview
  + Attend careers fairs
  + Get information on higher education and apprenticeships
  + Understand post 16 options
  + Get independent an impartial information, advice and guidance
* And also to engage in at least one of the following:
  + Enterprise Activities
  + External Visits

Peregrinate will adopt the Gatsby Benchmarks  (see DFE guidance paper)

* The academy will provide resources for the success of this policy through securing:
  + Student, parent/carer and staff access to information
  + Designated space for individual, group and research sessions
  + Materials from employers, colleges and training providers
  + Dedicated link to SLT
  + Parents Evenings (at Home School is required)
  + Careers Fairs
  + External Speakers
  + Work Experience/Work Case studies
  + Enterprise Activities
  + Entitlement for apprenticeship education as outlined in the Baker clause
* Staff training needs are identified in conjunction with Career Connect and the Lead Tutor who is responsible for CPD
* In addition to the above, Peregrinate also fulfils the expectation that Apprenticeships information and education will be made available to pupils as per the Baker clause

**4. Partnerships**

* The policy recognises the range of partners that support the CEIAG offer within our school/academy. These include:
  + formal arrangements with our external provider (Career Connect) of careers guidance and others
  + liaison with post 16 providers and higher education institutions, such as Hugh Baird, LCC, KCC, Carmel etc.
  + employers and training providers
  + parents and carers
  + others specific to our school
  + Local authority

5. **Approvals and review Approvals and review**

* This procedure is reviewed in discussion with staff and external partners and key priorities for action are identified and included in the school improvement plan.
* The Partnership agreement with the external professional providers are reviewed termly by the Lead Tutor.

**Responsibility**

Responsible staff: A Mollan

Policy Adjustment: C Mollan

Approving Body: SLT

**Example Activities – Gatsby Benchmarks**

Appendix A

**A stable careers programme**

Everything outlined in the above Policy creates a stable program with a clear explanation of delivery.

**Learning from career and labour market information**

LMI and careers information is displayed around the School premises, discussed during case study sessions and available in 1-1 sessions.

**Addressing the needs of each pupil**

Each pupils needs are assessed on an hourly basis throughout their time with Peregrinate. The findings are taken into account during 1-1 careers sessions and shared with outside agencies who contribute to our CEIAG program in order to ensure all needs are met.

**Linking curriculum learning to careers**

Learners create displays outline what their most recently acquired skills are and what particular job roles these may be useful for.

**Encounters with employers and employees**

Learners will be encouraged to ask careers related questions on all trips, visits and outings. Tutors have freedom to arrange relevant visits from employers/employees and are guided on variety in relation to employed, full time, part time, self employed, company directors etc.

**Experiences of workplaces**

Suitable learners will be included on visits such as Jaguar Land Rover, Amazon, Home Bargains etc. and all learners will take part in multiple case studies.

**Encounters with further and higher education**

All learners will visit places of further education in years 10 and 11 and will have opportunities to speak to successful graduates and university lecturers throughout the CEIAG program.

**Personal guidance**

Learners will have access to Local Authority advisors on a 1-1 basis at least once per time throughout KS4. All learners will spend time 1-1 with School staff to discuss progressions and requirements including goal setting to ensure progression along the chosen career path after leaving Peregrinate.