



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

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**Equality and Diversity:** All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

## **1 INTRODUCTION**

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives.

Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 8-13 (Statutory Guidance, DfE, revised March 2015, September 2015 and April 2017, Education Act, DfE, 2011) and although careers education is no longer a legal requirement we wish to continue to make provision in this area.

Our policy is also framed to help us support our Pupil Premium students and the Raised Participation Age ensuring all students have an acceptable and appropriate destination.

Careers Education, Information, Advice and Guidance (CEIAG) at Ormiston Maritime Academy are provided for all students between the Years 7 to 11. The Governors and staff feel that impartial CEIAG has an important role to play in the wider aims of the school curriculum, particularly in providing opportunities for students to learn and achieve in preparing for the opportunities, responsibilities and experiences of later life. Most importantly it equips students to make informed choices throughout their lives.

## **2 AIMS OF THIS POLICY**

Our aims are to enable the students to:

- Inspire young people about their future prospects
- Help them to make progress and achieve
- Develop an understanding of themselves and their capabilities
- Discover how to investigate careers and the breadth of opportunities
- Understand how to construct and implement their career plans
- Meet their career development needs
- Make realistic and well informed career decisions and transitions

The CEIAG curriculum is designed to achieve these aims with particular emphasis on the Options transition between KS3 and KS4 and preparing students for decisions post-16.

## **3 COMMITMENT**

Ormiston Maritime Academy is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils and students in Years 7-11 in partnership with professional careers advisors employed by the local authority

The academy is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG/CDI framework (Nov 2015) as well as practical outcomes such as positive destinations, successful transitions and ongoing development of employability skills.

We will also pay regard to the relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

## **Current Priorities**

Our careers strategy is informed by these current priorities:

- To ensure the career development, wellbeing and progression of all students
- To provide CEG that is relevant, timely and sufficient to meet students' needs and integrated into their overall curriculum
- To provide CEIAG in partnership with the students themselves, their parents / carers and our chosen professional and community partners
- To develop learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- To improve young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work
- To develop the use of digital technologies to meet young people's careers development needs in conjunction with face-to-face support
- To work with parents/carers, alumni and education, community and business partners to meet students' career development needs

## **Strategy**

To achieve the objectives of this policy, we will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- Identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the academy's careers provision with the support of key post holders and specialist staff
- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- Actively involve the learners themselves in the planning, delivery and evaluation of the careers programme
- Gain recognised accreditation in the Quality Award for Careers

## **4 LINKS WITH OTHER POLICIES**

The policy for CEIAG is related specifically to our policies for teaching and learning, assessment, citizenship, L4L, work-related learning, equality and diversity, the highly able, looked after children and children with learning difficulties and disabilities.

## **5 OBJECTIVES**

The following objectives are designed to be met in the delivery of the CEIAG curriculum and form the basis of what students are expected to learn, know, understand and be able to do:

- Review key transitions and plan for the next transition
- Review skills, aptitudes and interests and identify targets for development
- Locate different types of information, assess its reliability and organise it in ways which help with decision making
- Plan how to reach decisions, consulting relevant parties for information and advice
- Relate personal strengths to career interests and set targets to develop abilities
- Experience the world of work and plan ways of gaining additional experience
- Clarify opportunities and routes available post 16 and identify preferred approaches to learning post-16

- Understand changes in the world of work and the implications for their own career strategy

## **6 IMPLEMENTATION**

### **Leadership and Management**

To ensure coherence and the quality delivery of CEIAG, leadership and management are secured through the careers lead team. Membership includes a named senior manager with responsibility for CEIAG. This area is also supported by a link governor.

### **Staffing**

All staff members are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by L4L teachers through the Learning 4 Life programme. In addition, form tutors are expected to deliver additional sessions when directed in tutor time.

The CEIAG programme is planned, monitored and evaluated by the Senior Leader for CEIAG in consultation with the Senior Leadership Team.

Online and printed careers information are available to students in the Careers Resource Base in the ICT Suite.

### **Curriculum**

The careers programme for each year group is constructed around taught careers education, assemblies, events, work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Students are actively involved in the planning delivery and evaluation of activities; feedback is collated and fed into the CEIAG Improvement Plan and overall School Improvement Plan.

## **7 DELIVERY**

Students receive CEIAG from Year 7 to Year 11 through a range of different mediums, including L4L lessons. The L4L and Guidance Leader is responsible for delivering careers education in the L4L lessons.

Students in KS4 also take part in extra-curricular activities and curriculum days. Y10 take part in Careers and Employability fortnight and Y9, Y10 and Y11 have access to sessions from visiting speakers. This reflects the academy's commitment to the development of the careers' curriculum

Students also have access to one to one and group career's guidance appointments, assemblies and pathways events.

The Academy's careers programme is designed to cover the following:

### **KS3**

- Introduction to Careers Education
- Why we make choices
- Why careful research and exploration of ideas is important and initial exploration
- Introduction to the world of work
- Raising aspirations
- Understanding the labour market

- Understanding why we work
- Tackling gender stereotyping
- Understanding Key Stage 4 options
- Career and educational decision making
- Learning how to link career ideas, opportunity and self-awareness
- Personal action planning

#### **KS4**

- Exploring post 16 options
- Making decisions about post-16 choices
- Understanding how to access further Information Advice and Guidance
- Further self and opportunity awareness
- Understanding equal opportunities in the work place
- Identifying and developing employability and key skills
- Developing a deeper understanding of the labour market
- Reflecting on enrichment activities
- Locating and applying for post 16 opportunities
- Developing job/education application skills
- Effective interview skills
- Understanding future Information, Advice and Guidance support systems
- Personal action planning

## **8 EQUAL OPPORTUNITIES**

The Academy is committed to equal opportunities for all by ensuring:

- Careers' resources are available which cater for the full range of ability, and the students are directed to a range of online IAG resources and websites
- Where necessary, liaison takes place with the Heads of Year, SENCO and Child Protection Officer to ensure individual needs are being met
- All careers' materials are monitored to make sure any viewpoints which are discriminatory are not inadvertently expressed
- When discussing options, students are given the guidance to choose subjects based on interest, experience and ability and not on pre-conceived traditional gender stereotypes

## **9 RESOURCES**

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. The Senior Leadership Team is responsible for the effective deployment and monitoring of resources.

Students have access impartial and expert advice from a Level 6 qualified Careers Advisor

## **10 STAFF DEVELOPMENT**

Staff training needs are identified in conjunction with the Vice Principal; making use of the Training Needs Analysis for CEIAG. The CPD at Ormiston Maritime Academy endeavours to meet training needs within an agreed period of time.

## **11 PARTNERSHIPS**

The academy has close links with local FE Colleges and sixth form centres, Apprenticeship providers and other relevant bodies.

The Academy works with the Local Education Authority and has contracted time from the Young People's Support Service to deliver one to one careers guidance with identified vulnerable students. This is agreed annually through a partnership agreement.

## **12 SUPPORT AND GUIDANCE FOR PARENTS AND CARERS**

All parents can access information on supporting their children in making career and education choices. The support is offered through:

- Resources on the academy's website
- Access to the academy's Careers Advisor at Parents' Evenings and other events

## **13 MONITORING, REVIEW AND EVALUATION**

The annual CEIAG improvement plan is connected to the school improvement plan. It is reviewed termly by the careers lead team and annually by the senior leadership team and governing body.

The Careers Quality Standards for CEIAG and the Gatsby Benchmarks will be used to identify improvements

Monitoring and evaluation take place regularly and considers preparation, planning and implementation of the programme. Many methods are considered useful, including:

- Student and employer questionnaires
- Lesson observation
- Teacher evaluation
- Discussion in meetings
- Student action plans from one to one guidance interviews
- Destination statistics

## **14 KEY PERSONNEL**

Anitra Cunningham / Alan Nicholson	Link Governor for CEIAG
Donna MacDonald	Assistant Principal – Senior Leader for CEIAG
Ian Bennett-Brown	Head of Humanities