



**A C A D E M I E S**

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

Policy Owner:	Adam Slack
Ratified by:	LGB
Date:	September 2021
Next review date:	September 2022

## Introduction

Q3 Academy, Great Barr has high quality careers advice and guidance, to support our wide range of students. This is developed throughout a student's time at the Academy and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at widening the awareness of students' understanding and experiences of the world of work to enable them to make informed and appropriate decisions as they move onto their next stages of education or employment.

The [Gatsby Benchmarks](#) and Baker Clause underpin our Careers Programme which students are exposed to from the very start of Year 7.

## Aims and Purpose

Every student is entitled to high-quality Careers Information and Guidance (CIAG) as part of their education. Careers is delivered through the RSHE programme throughout all Year groups, embedded into curriculum and with stage-specific additional opportunities. These opportunities are designed to further engage students with businesses and further/higher educational establishments, along with vocational options. This includes University experiences across all Year Groups. Through our programme of CIAG we intend to provide students:

- High quality, impartial guidance to support making informed choices;
- A wider awareness of options available at both Post-16 and Post-18 education and beyond;
- An environment to challenge stereotypical thinking and job roles;
- A wide variety of employer engagement to broaden awareness of opportunities and develop career profiles;
- Personalised careers advice tailored to specific needs, targets and aspirations;
- Experience of work place(s) relevant to aspirations and needs;
- Early exposure to University options;
- Preparation for transition to life beyond Key Stage 4 and Key Stage 5.

## Statutory Requirements and Expectations

The Academy has a legal requirement to provide all students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act). The 2002 Education Act requires the Academy to provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils

at the school and of society,

- prepares students at the Academy for the opportunities, responsibilities and experiences of later life. Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act) requires the Academy to ensure that all students are provided with independent careers guidance from Year 8 to Year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018) <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> All 16 to 18-year-olds must have access to independent careers guidance. Guidance: Careers guidance for colleges (DfE, 2018) <https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

New legislation (2018, paras 61-69) requires the Academy to provide opportunities for a range of education and training providers to have access to students from Years 8-13. (For further details and an example of a policy statement see Statutory Guidance 2018, pp. 29-31, 33). All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals. Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

## Management and Delivery

**CEIAG Leader:** Mr Adam Slack (Vice Principal)

**Level 6 Careers Advisor:** Mrs Clare Meredith (Aspirations, Careers and Employment Ambassador)

**Enterprise Leader:** Mrs Kate Kinsella (Curriculum Leader – Business and Enterprise)

Careers Education is delivered to all Year groups through the 'Wellbeing' programme, which takes place during Wednesday, period 1 for Years 7-10 and Year 12. Years 11 and 13 receive Careers Education through tutor time and exposure to day-long events. Careers Education in the classroom focuses on "the world of work" and "employment

laws” but is furthermore embedded within subject areas.

In addition to our robustly mapped classroom-based Careers programme, students experience CIAG through a wide exposure to a number of enrichment opportunities which take place throughout the year. These are tailored to meet the age-specific requirements of each Year group and are adapted to reflect the aspirations and goals of different cohorts. A full overview of our [Careers Education Programme](#) can be found on our website. This is updated annually.

Students in Year 11 receive one-to-one, impartial careers guidance with a Level 6 qualified Careers Advisor. Earlier careers guidance is provided for younger years, particularly those identified as disadvantaged. The specialist Connexions service is offered to those Year 11 students who have an Education or Healthcare Plan (EHCP) and those identified at a higher risk of being not in education, employment or training (NEET).

Early mentoring is also available through The Diana Award for students in Years 9 and 10. This programme supports breaking down the barriers of social mobility by providing professional, employer, role-models who provide high quality mentoring.

### **Engagement of Stakeholders and Partners**

We work with a number of external partners to support and enhance our careers programme. This includes supporting Quality Assurance. These include:

- Careers and Enterprise (CEC)
- Local Colleges and Training Providers
- Local and National Employers
- Local Universities
- Alumni

We ensure stakeholders (including parents/carers, students, governors and staff) are well-informed of the opportunities available throughout the year. We encourage active participation within the programme to support and enrich students further.

All information about our programmes and events are available publically through our website and Social Media pages.

## **Monitoring and Evaluation**

Our careers programme is monitored and evaluated regularly as part of a robust system of quality assurance. The overview of Careers is monitored by a senior leader who reports back to others in the team. Compass+ evaluation tools are used throughout the year to measure impact against the Gatsby Benchmarks. This supports setting targets and identifying next steps in maintaining a robust careers programme.

Other on-going Evaluation and Quality Assurance activities throughout the year include:

- Student Feedback
- Parental/Carer Feedback
- Employer/Company/Visitor Feedback
- Lesson Visits
- Monitoring of 'Aspirations Data' from students
- Work Scrutiny of Wellbeing lessons
- Review of this policy every three years by the Governors.

Further details of additional, specific monitoring can be found on our website [here](#).

## **Opportunities for Provider Access**

Full details of our Provider Access can be found on our website [here](#).

Any company or employer interested in working with the Academy, please contact: [careers@q3academy.org.uk](mailto:careers@q3academy.org.uk)