

The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Careers, education, information, advice and guidance
Document owner	S Hadlow
Document issued/ last reviewed	Issued September 2009, last updated January 2021
Date for review	October 2022
Additional notes	<p>Policy also to be reviewed by Sarah Kendriwck White and Karen Blackwell</p> <p>COVID update – students contacted by Careers advisor via telephone or school comms, advising them of online webinars and virtual experiences that usually students would have accessed in person</p>
Number of pages	6 plus appendix 2

The Canterbury Academy Trust
Policy for Careers Education, Information, Advice
and Guidance (CEIAG)

Introduction

A young person's career prospects can be determined by the progress they make in learning and work. All young people need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill). Under the latest government career strategy introduced in December 2017 it sets out the long term plan to support young people in making the right career choice, by receiving advice and guidance from individuals with the right skills and experience. To achieve this schools are recommended to use the Gatsby Charitable Foundation benchmark (appendix two)

Commitment

The Canterbury Academy Trust is committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in Years 7-14, in accordance with Kent County Council agenda, National Framework for CEG 11-19 in England (DfES, 2003), the Young People's IAG Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008), **The Technical and Further Education Act 2017** and other relevant guidance from DCSF, QCA and Ofsted statutory and non-statutory guidance (April 2014).

Development

This policy was developed and will be reviewed annually in discussion with teaching staff, the school's IAG careers and progression coordinator, students, governors, advisory staff and other external partners (e.g. Kent County Council, Skills and Employability).

Links with other Policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, equal opportunities and diversity, gifted and talented, and SEN.

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

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Objectives

The careers programme is designed to meet the needs of students at The Canterbury Academy Trust. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The Canterbury Academy Trust is committed to developing individual employability skills, encouraging students to raise their aspirations supporting them to reach their full potential.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme raises aspirations, challenges stereotyping and promotes equality and diversity.

Implementation

The Director of Post 16 Education oversees the careers programme. The Trust has a designated IAG careers and progression coordinator. This area is supported by a link governor. There is an extensive work related learning/work experience programme for students in year 7 to 14. Work related learning is planned into the curriculum, including real working environments and work placements. Destination data is tracked and monitored and support is sought from the appropriate authorities, including apprenticeship guidance.

Staffing

All staff contribute to CEIAG through their roles as subject teachers and mentors. Specialist sessions are delivered by mentors. The CEIAG programme is planned, monitored and evaluated by the Head of Sixth Form and Careers information is available in the Sixth Form area with the IAG careers and progression co-ordinator.

Curriculum/Work Related Learning

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information/research activities and work related learning through mentoring sessions. Careers lessons are part of the school's personal development programme. Other focused careers events are provided for KS4/5 and KS3 students. In partnership with the University of Kent and Canterbury Christ Church University, higher education tutorials take place for Year

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12/13/14 students. Work related learning/work experience preparation and follow-up take place in mentor lessons and other appropriate parts of the curriculum.

The University of Kent and Canterbury Christ Church University Ambassadors attend all Learning at the Academy evenings.

The Academy Trust phase ensures 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. (see appendix one)

Work Related Learning/Work Experience

The Academy Trust also works successfully in partnership with employers and local businesses through our work related learning programmes (Childcare, Hair and Beauty, Chefs Academy, Young Apprenticeships, Health) as well as through those students undertaking work experience opportunities from year 10 to year 13. Year 10 have a designated programme of work experience in April each academic year.

Careers Fairs

Annually careers fairs are held within school, these are open to all year groups and attended by a range of local and national employers. The Army, Navy, local Universities and business all attend and offer advice and guidance to the pupils. This is set up and managed by the IAG careers and work placement coordinator.

Off site visits

There is a broad range of off site visits that take place to a diverse range of employers. These are planned carefully with the EVC and teaching staff to ensure there are close linked to the curriculum. They are offered to all year groups across all subject areas and throughout their time within the school pupils have the opportunity to attend an offsite visit related to employment at the University.

Procedures for setting up employer engagement activities.

Procedure for learners to engage with work experience

All pupils interested in work experience should have an interview with the schools IAG careers and work placement coordinator. A discussion will take place to find the most suitable work experience that fits around timetable commitments and studies. This could be for one day a week or for year 10 is for a whole week. The IAG careers and work placement coordinator will then make contact with the employer and arrange the work experience where possible. The IAG coordinator will also request risk assessments, health and safety policy and public liability insurance from the employer. A review of the work experience takes place following the time within the

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employer. If the work experience is a requirement for the qualification then log books are completed whilst on placement.

Procedure for staff and pupils to engage with off site visits

For all offsite visits the schools offsite visits policy and procedures should be followed. All paperwork should be submitted to the EVC at least a week in advance. For all employer related visits a site visit should be carried out.

Procedure for staff to arrange guest speakers

Staff arranging guest speakers should ensure the school calendar is updated with the visit and ideally this should be done within timetabled lessons to avoid disruption to other lessons.

Examples of employer engagement at The Canterbury Academy

Health and Social Care

- Close links with on-site City View Pre-School and Nurseries Ltd and The Canterbury Primary School. Pupils also attend a range of primary schools and nurseries within the local area as part of their work experience programme.
- Regular visits take place to local Universities Canterbury Christ Church University and Kent University for specialist careers days related to health and social care.
- Sensory Awareness training was offered to all pupils studying Health and Social Care by Kent Association for the Blind.
- Medstart 4 U for KS4 and KS5.
- Pfizer links for work experiences.

Business

- Annually visit Thorpe Park to engage with their marketing team to discuss the role of marketing and business management for such a successful business.
- Also, have worked with the Kent Business School and Dreamland on a project to develop ideas to build revenue for Dreamland.

Public Services

- Annually the Army or Navy carry out a skills day with the pupils either on the school site or off site at the Army barracks.
- We have also had four year 10 pupils attend a week's residential work experience with the Army.
- Police work experience in the summer term.

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Sport

- Pupils from the sports academies train offsite at various specialist providers including Kent Cricket Ground, Boughton Golf Club as part of their BTEC sport programme.
- Sport have also offered specialist trips to visit a personal trainer.
- Marines have worked with the elite girls athletes.
- BTEC sport pupils have also worked with Canterbury Christ Church sports Science department to use some of their specialist equipment and expertise within their BTEC course.

Performing arts

- We as a school are linked with the RSC so pupils have performed at the Marlowe Theatre and performed as part of the Canterbury Festival.
- Close links with professionals within the theatre and music business and pupils attend showcase and performances in London annually.
- As part of the performing arts programme we have links with Cascade Dance academy and specialist providers of Production Arts,

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

Alumni

We invite recent leavers from the Sixth Form to join our Canterbury Academy Alumni LinkedIn group. This will be overseen by the Head of Sixth Form and the IAG careers and progression co-ordinator.

Monitoring, Review and Evaluation

The programme is reviewed annually by the Head of Sixth Form in conjunction with the Academy leadership team

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Appendix 1

The Canterbury Academy Provider Access Policy

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.

Pupil entitlement

All pupils in years 8-13 are entitled:

- 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Kendrick White, IAG Careers and progression coordinator

Telephone: 01227 463971 Email: skendrickwhite@canterbury.kent.sch.uk

Opportunities 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. For more information contact Mrs Kendrick White.

The Gatsby Benchmarks¹⁰

1. A stable careers programme	<p>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.</p>	<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	<p>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.</p>	<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	<p>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.</p>	<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 learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<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 to gain entry to, and be more effective workers within, a wide range of careers.

¹⁰ Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

5.Encounters with employers and employees	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.	<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>
6.Experiences of workplaces	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.	<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.
7.Encounters with further and higher education	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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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.