

KES / Mercia Learning Trust

Careers Education Information Advice and Guidance (CEIAG) Policy

Aim of this policy

To describe the processes and systems in place within school to ensure all students receive appropriate and effective careers education and guidance.

Introduction

At King Ecgbert School we believe all students should be provided with personalised careers guidance which will allow them to make informed choices about which courses suit their academic needs and aspirations and are suitably prepared for the next stage in their education, training or employment and have attained relevant qualifications. This policy details our commitment to both national and local expectations, our current CEIAG Policy priorities and our Strategy to ensure our students leave King Ecgbert School on a career path that will lead to a bright and prosperous future.

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- using the eight Gatsby Benchmarks as a framework for our careers provision and working towards meeting all eight Benchmarks by the deadline set by Government (the end of 2020)
- adhering to the Ofsted (2019) Inspection framework, in particular ensuring we provide an effective careers programme to support the personal development of all our students
- securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the Department for Education's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

- working alongside our allocated Enterprise Adviser (through the Enterprise Adviser Network)

Current priorities

Our Careers Strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- ensuring readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully
- maximising opportunities for our student to engage with employers and HE providers throughout their time at school to support successful transitions
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving 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 and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- having an inclusive culture and high expectations of progress for all

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
- have a named senior member of staff to oversee all aspects of our CEIAG
- have a named Careers Leader to advise the senior leadership team and governors on curriculum, staffing and resource requirements; to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth Form); manage the day-to-day running of our CEIAG
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- ensure students have the opportunity to receive impartial careers guidance

- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning and deliver effective careers provision within our L@kes (PSHE) syllabus
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Review

This policy will be reviewed by the governing body annually.

Signed:

Headteacher/Principal.....

Chair of Governors.....

Date: