



**CALTHORPE  
ACADEMY**  
Skills for the life we want

# Careers Education, Information, Advice and Guidance Policy (CEIAG) 2022-24

\*All policies are electronically signed and available on Governor Hub

Ratified by the (Board of Trustees)

Signed by the (Board of Trustees):

**Date: 28/09/22**

To be reviewed (every 2 years):

**Date: Sept 2024**

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### 1. Rationale

Calthorpe Academy is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Year 8-14. We encourage learners and parents to consider future pathways and destinations post Calthorpe. CEIAG is embedded within the Academy's curriculum pathways promoting equality of opportunity, challenging stereotypes and celebrating diversity.

The Academy recognises the importance of supporting our learners all of whom have an Education Health and Care Plan and promotes work related learning as part of the learning entitlement for all learners based on their own aspirations, abilities and needs. The policy is developed and reviewed annually through discussions with SLT strategic link, the careers advisor, learners, parents, Directors and other external stakeholders. It is guided by the 'Gatsby' Benchmarks, to ensure best practice and to confirm to statutory requirements

### 2. Context

The Department for Education in October 2018 updated its statutory careers guidance for schools. Section 42A of the Education Act 1997 requires governing bodies to ensure that all learners at the Academy are provided with independent Careers Guidance:

- Be presented in an impartial manner
- Promote the interests of the learners

- Includes information on the full range of post 16 education, training or employment options

The Government also expects Directors to ensure that the Academy's careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

[www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents](http://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)

The Academy ensures that there is an opportunity for a range of education, training, employers and destination providers to access all learners from year 8 for the purpose of informing them about approved technical educational qualifications or apprenticeships.

### **3. Unicef and the UN Convention of the Rights of the Child**

The teaching of Careers is linked to fundamental rights of the child as identified in the UN Convention of the Rights of the Child, not limited to, but including:

- Article 3 (best interests of the child), The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 (respect for the views of the child), Every child has a right to express their views, feelings and wishes in all matters affecting them.
- Article 27 (adequate standard of living), Every child has the right to a standard of living that is good enough to meet their physical, social needs and support their development.
- Article 28 (right to education), Every child has the right to an education.
- Article 29 (goals of education), Education must develop every child's personality, talents and abilities to the full.

### **4. Key Staff Responsible**

The strategic responsibility for the management of CEIAG is the Deputy Head Teacher Mr Amjid Zaman. The Academy's Careers Lead is the Vocational Inclusion Manager Ms Bebe Woo. Our Link Governor is Mr Yasir Iqbal.

All staff within the Academy are responsible for promoting and giving career and life skills guidance to our learners. This includes teachers, specialist tutors, mentors and support staff.

## 5. Learners

All learners will take part in the Academy's careers programme through bespoke cross curricular sessions and intent within curriculum pathways that supports them to:

- Express, develop and understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career/destination progression
- Access relevant information and learning from community engagement activities as well as experience of work if appropriate
- Have access to and support with using careers/destination information that is bespoke, timely and up to date

Learners are able to arrange a personal interview with and through the Vocational and Transition Team.

## 6. Parents

All parents and carers can expect to:

- Be able to make an appointment with the Academy's Careers Lead or have access to a Skills for Life Mentor to discuss their son/daughter's progress and future destinations or arrange a careers/transition interview by contacting the Careers Lead/Vocational Inclusion Manager, Ms Bebe Woo on [b.woo@calthorpe.thrive.ac](mailto:b.woo@calthorpe.thrive.ac) or 0121 773 4637 extension 212.
- Have access and up to date information on careers and destinations through teachers, Vocational and Transition Team, Parental engagement sessions, EHCP reviews and Pathway and Outcomes Day.

## 7. Employers

If you would like to find out more about our careers programme, please contact Ms Bebe Woo.

## 8. The Gatsby BenchMarks

Calthorpe Academy has adopted the Gatsby Benchmarks

[www.gatsby.org.uk](http://www.gatsby.org.uk)

### **Benchmark 1 – A stable careers programme**

Delivery of the Academy's careers education and guidance is embedded throughout the curriculum and within the bespoke pathways. A framework

for the planning, monitoring and delivery of the careers programme will be reviewed annually, using the Quality Standard for Careers Education and Guidance. Funding is allocated annually in the context of Academy's priorities and particular needs for CEIAG.

### **Benchmark 2 – Learning from careers and labour market**

Every learner and their parents/carers, should have access to good quality information about future destinations and labour market opportunities. They will need the support of an informed adviser to make best use of available and up to date information.

### **Benchmark 3 – Addressing the needs of each pupil**

Learners have different career/transition guidance needs at different stages. Opportunities for support and advice need to be tailored to the needs of each learner.

### **Benchmark 4 – Linking curriculum learning to careers**

Teachers are expected to link curriculum learning to careers. All staff are expected to contribute to CEIAG through their roles, sessions and enrichment activities. Our curriculum pathways and careers programme actively seeks to challenge stereotypes and to raise aspirations.

### **Benchmark 5 – Encounters with employers and employees**

Every learner will be enriched with opportunities to learn from employers about work, employment and the skills that are valued within the work place. This can be through a range of enrichment activities including visiting speakers, industry visits, and co-delivery of curriculum sessions if appropriate.

### **Benchmark 6 – Experiences of work places**

Every learner should have experiences of the workplace through work visits, work shadowing and/or work experiences to help their exploration of career opportunities and expand their networks.

### **Benchmark 7 – Encounters with further and higher education**

All learners should have the opportunity to understand the full range of learning opportunities that are available to them. This includes routes remaining in education or their future destination provider. The Pathway and Outcomes Day allows each learner/parent/carer to have a meaningful insight and encounter with learning providers, colleges, local employers, and apprenticeship and transition providers. Where appropriate, we will arrange visits for learners and parents to local colleges, work based education and transition providers. This will assist learners in making an informed decision about their future careers and destination.

## **Benchmark 8 – Personal guidance**

Every learner should have opportunities if appropriate for guidance interviews conducted by an impartial Level 6 qualified careers adviser. These should be available whenever significant transition or careers choices are having to be made. They should be expected for all learners from year 8 onwards but should be timed to meet their individual needs. The vocational and transition team will keep up to date records and action plans of individual careers/transition advice and these will be shared with parents and other external organisations in line with the Academy's GDPR policy. The Academy will work closely with the Local Authority through the provision of SEND support services and the preparing for adulthood team (PfA team).

### **9. Assessment and Practice**

The Academy will continue to use the Careers Compass to help plan, monitor and evaluate actions towards these benchmarks to assess the impact of our careers programme.

[www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool](http://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool)

[www.careersandenterprise.co.uk/schools-colleges/tracker-planning-tool](http://www.careersandenterprise.co.uk/schools-colleges/tracker-planning-tool)

The Academy will also take other relevant guidance from the DfE, the CDI (Career Development Institute). We will continue to form and sustain dynamic partnerships between employers and destination providers in order to raise aspirations as well as sustainable destinations.

In January 2022, the Academy achieved the Quality in Careers Standard and this will be renewed every 3 years.

**11. Changes**

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