

CEIAG Policy

January 2019

Office use

Published: January 2019	Next review January 2020	Statutory/non: Statutory	Lead: Maggi Pugh
Associated documents:			
Provider Access Policy			
Links to:			
Equal Opportunities Policy Safeguarding Policy			



Contents:

1. Introduction
2. Objectives
3. Implementation
4. Approval & Review

Retford Oaks Academy

Careers Education Information Advice and Guidance Policy (CEIAG) 2019-2020 Years 7 – 13

Retford Academy is working towards the 8 Gatsby Benchmarks

The eight Gatsby Benchmarks were originally developed through a study of schools and colleges in six places – Finland, Germany, Hong Kong, Ireland, The Netherlands and Canada – where career guidance is known to be good. This study, together with a literature review, a survey of English state schools and a costing exercise, resulted in a set of benchmarks identifying the different dimensions of good career guidance. *The Benchmarks booklet can be found [here](#).*

1 Introduction

- 1.1 Rationale and context for CEIAG
- A young person’s career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Retford Oaks Academy have a statutory duty to provide careers education in years 7-11 (1997 Education Act, and extended 2004) and to give students access to careers information and guidance.
- 1.2 Commitment
- Retford Oaks Academy is committed to providing a planned programme of careers education for all students in years 7-13 and impartial information, advice and guidance. Retford Oaks Academy endeavours to follow the National Framework for CEG 11-19 in England (DfES 2014) and other relevant guidance from the DfE, QCA and Ofsted, People’s Information, Advice and Guidance. Retford Academy believes CEIAG is a process concerned with long-term decision making & career panning, not simply first destinations. Careers Education is an entitlement and an essential part of the school curriculum. It should be accessible, impartial and personalised to meet the needs of all students.

- 1.3 Links with Other policies The policy combines with other key school policies, eg Equal Opportunities, Safeguarding & Provider Access Policy.

2. Objectives

- 2.1 Aims of CEIAG The overall aim of careers education and IAG is to enable all students to make and implement well informed and realistic decisions and successfully manage change and transition. The four main themes of the CEG programme are – Planning for change; decision making; self-development; and researching options, delivered throughout the curriculum utilising Learning Enrichment Days (LED).
- 2.2 Students' needs The programme is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- 2.3 Entitlement Students are entitled to careers education and IAG that meets professional standards of practice and is person-centred and impartial. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. Individual Entitlement is displayed in more detail within the careers section of the web page.
The programme will promote equality of opportunity and inclusion.
- 2.4 Equality of Opportunity The entitlement is publicised and shared with students and parents via the school dedicated careers webpage
The programme will actively promote equality.
- 2.5 Raising Aspirations Retford Oaks aims to raise aspirations and promote inclusion for all, by challenging stereotypical views, & provided a menu of: opportunities for educational visits, careers fairs, labour market opportunities and information, university & HE links, aspirational speakers and apprenticeship opportunities.

3.Implementation

- 3.1 Management SLT co-ordinates with the Academy Director Heather Widdup and links with all assistant principals and the school's specialist CEIAG adviser & Careers Lead Maggi Pugh to ensure the CEIAG programme is planned, monitored & evaluated.
- 3.2 Staffing All staff contribute to CEIAG with The Careers Leader direct support.
- 3.3 Curriculum All staff contribute to careers education and IAG through their roles as tutors and subject teachers, mentors and Curriculum Support Assistants. Planned specific focused LE days also include CEIAG.
- 3.4 Partnerships The CEIAG programme is planned, monitored and evaluated in consultation with the Academy IAG adviser who provides specialist careers guidance. CEG lessons are part of the Academy's programme and are delivered throughout the year. Other focused events (LE Days) are provided utilising guest speakers, local employers & colleges.
- 3.5 Resources There is an annual review of resource requirements undertaken by SLT. The school is committed to ensure that CEIAG is funded appropriately allowing for new initiatives and developments & effectively resourced.
- 3.6 Staff development The training and support needs of staff involved in co-ordinating, delivering and supporting careers education and IAG are identified and met through a continuing professional development programme. Staff training needs are also identified as part of the Partnership Agreement process with the Academy IAG Adviser. The school endeavours to meet identified training needs within a reasonable period.
- 3.7 Monitoring, review & Evaluation The CEIAG is evaluated and reviewed termly and annually with SLT and the CEIAG school specialist. Tutors also evaluate at twilight training sessions and feedback. Students evaluate and provide feedback at tutor time and via evaluation forms completed.

- Signatures:
- Executive Principal.....

- Director of Academy.....

- SLT with CEIAG responsibilities.....

- Chair of Governors.....
- Date of next Review...January 2020

4. Approval & Review