

***Careers Education, Information,
Advice and Guidance
(CEIAG) Policy
June 2022***



1. Introduction

- 1.1 The JCB Academy recognises that all its learners are entitled to a planned programme of activities to help them choose the 13-19 pathways that are right for them and to be able to achieve their career aspirations, sustain employability and achieve personal and economic wellbeing throughout their lives.
- 1.2 The Education Act (2011) places a legal duty on all schools and academies to secure impartial careers guidance for its learners.
- 1.3 Guidance published by the DfE (2018) stipulates a statutory obligation for governing bodies, school leaders and school staff regarding careers guidance and access for education and training providers; advocating that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance broadens learners' horizons, challenges stereotypes and raises aspirations. It provides learners with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. In addition, the Raising of the Participation Age (RPA) stipulates that young people are required to participate in education or accredited training until their 18th birthday. Careers education, information, advice and guidance therefore all play a vital role in preparing learners for their future intention(s).
- 1.4 The academy is committed to providing a planned programme of CEIAG for all learners in Y9-Y13, in partnership with outside agencies where appropriate, and to provide extra support as required for learners with additional needs, following the Gatsby Benchmarks (see 1.5) of good careers guidance and other relevant guidance from the DfE and Ofsted.
- 1.5 Through six international visits, analysis of good practice in English schools and a comprehensive review of current literature, Sir John Gatsby devised a set of eight benchmarks covering different dimensions of good career guidance. These are now referred to as the Gatsby Benchmarks and are as follows:
 1. A stable careers programme.
 2. Learning from career and labour market information.
 3. Addressing the needs of each learner.
 4. Linking curriculum learning to careers.
 5. Encounters with employers and employees.
 6. Experiences of workplaces.
 7. Encounters with further and higher education.
 8. Personal guidance.



- 1.6 Through consideration of the Gatsby Benchmarks, the academy embeds enterprise, employability and quality careers guidance into its ethos and curriculum, with a focus on developing structured and sustainable employer partnerships increasing learner exposure to the real world of work as part of their preparation for modern life. The academy aims to develop the employability of learners with a focus on skill development, workplace behaviours and exposure to the world of work to enable a successful transition into employment in the future.

2. Objectives

- 2.1 The careers programme (Appendix 1) is designed to meet the needs of all learners in Y9-Y13 at the academy. It is differentiated and personalised to ensure progression through activities that are appropriate to learners' stages of career planning and development.
- 2.2 Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It is integrated into learners' experience of the whole curriculum, with the academy's challenge partners and is based on a partnership with learners and their parents¹. The programme promotes the best interests of the learners rather than those of the academy and includes information on all options available to them. The academy is keen to ensure its programme raises aspirations, challenges stereotyping and promotes equality and diversity.

3. Implementation

- 3.1 The pre-16 and post-16 CEIAG Co-ordinators manage the careers programme across the academy. The CEIAG Co-ordinators are also responsible for organising work experience that is planned and integrated as part of the CEIAG programme.
- 3.2 Staff contribute to CEIAG through their roles as Learning Support Mentors and Learning Managers. Alongside an integrated programme with challenge partners in engineering and business, specialist sessions are delivered as part of the four year programme planned, monitored and evaluated by the CEIAG Co-ordinators in consultation with the Senior Leadership Team. Up to date careers information is available and accessible to all learners in the Careers Hub where appointments on a 1:1 basis are also available. Administrative support is available to the CEIAG Co-ordinators.

¹ Within this document, the term *parent* refers to those with parental responsibility for a learner



- 3.3 Details of learner one-to-one interviews, interviews and taster days are recorded and included on Learner Provision Plans and on learner career action plans (CAPs).
- 3.4 Destinations for learners in Y11 and Y13 are also recorded and their progress with applications checked and updated.
- 3.5 The careers programme includes tutor time sessions, careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including work experience) and individual learning planning/portfolio activities.
- 3.6 Assemblies are held throughout the year that focus on CEIAG, with visits from alumni, local employers and challenge partners to share information, raise the aspirations of learners as well as confirming they are achievable.
- 3.7 Other focused events are provided for all academy learners including an annual Future Ambitions Career Fair, Career Action Planning sessions and a Get Ahead in your Career extension activity. Work experience preparation and follow-up reflection take place in careers sessions and other appropriate parts of the curriculum to ensure that learners are actively involved in the planning, delivery and evaluation of activities.
- 3.8 Funding is allocated in the annual budget planning in the context of whole academy priorities and particular needs in the CEIAG area. The CEIAG Co-ordinators are responsible for the effective deployment of resources and sources of external funding are actively sought.

4. Monitoring, review and evaluations

- 4.1 Measuring the provision and delivery of the careers programme at the academy helps to support the rationale for its continuation and development and to analyse where further funding and delivery may be necessary.
- 4.2 Monitoring of activities takes place to ensure that careers education activities are delivered as planned. Evidence can be obtained by reviewing learners' work in their areer and Work Experience handbooks, talking to learners after sessions and by the CEIAG Co-ordinators observing lessons. It can also be evidenced in the high number of learners in pre and post-16 who take part in the work experience programme each year.



4.3 Activities are reviewed and evaluated, for example meetings to discuss:

- What went well and why.
- What went less well and why.
- What were the strengths and weaknesses of planning, provision and practice.
- How could these be improved.

Feedback from employers and stakeholders is also gathered to build on positive relationships to promote timely, industry-based advice and guidance

4.4 Activities that take place through the year are reviewed in a timely manner ready for the next academic year and, where appropriate, changes are made taking into account the cohort group and number of learners, on vocational as well as academic pathways as well as reflecting on labour market information and feedback from employers:

- Successful completion of pre/post-16.
- The *Not in Education or Employment* (NEET) rate at the relevant transition point.
- Percentage of learners progressing to their desired outcome.

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CEIAG Programme: Y9-Y13

Y9

Term 1

- Industry sectors and careers ideas

Term 2

- Employability skills
- Study skills

Term 3

- Career options

Y10

Term 1

- Introducing work experience: *What do you want do in the future?*
- How to write a CV and covering letter
- Work experience placement - check-in

Term 2

- Preparing for work experience and recognising employability skills
- Reflecting on work experience and updating CVs

Term 3

- Career options and looking at appropriate work experience for year 11
- Apprenticeship pathways

Y11

Term 1

- Work experience placements
- Skills based activities - updating CVs
- *Get Ahead in YOUR Career*: extra curricular activity
- Post-16 options: Sixth Form Open Evening
- Post-16 options: apprenticeship pathways with local employers
- Careers, salaries and job market session

Term 2

- Post-16 options - Sixth Form taster sessions
- Careers Fair for learners and parents
- Sixth Form interviews with SMT
- Careers sessions: understanding references
- Careers sessions: interview preparation
- Vocational college options
- CV clinic lunchtime drop in
- Interview technique lunchtime drop in



Term 3

- Study skills and transferable skills based activity
- Revision: stressbusting activity
- Interview preparation

Y12

Term 1

- Importance of work experience for UCAS/Higher Apprenticeships
- Up-skilling CV from summer placements

Term 2

- Preparing for work experience
- UCAS tutorials

Term 3

- Two weeks' work experience
- *Next Steps*: transition afternoon
- *Next Steps*: information evening for parents
- UCAS Personal Statement session

Y13

Term 1

- Higher apprenticeship assembly with local employers
- Reflecting on work experience and employability skills session
- UCAS 'drop in' sessions
- Interview skill preparation
- Visits to HE establishments

Term 2

- UCAS monitoring
- Student finance tour: budgeting for university, learner and parent session

Term 3

- Living away from home
- Revision and stress busting activity

