

Careers Education, Information, Advice and Guidance Policy



Approved: December 2020
Review date: December 2023
Responsible Officer: Trust Lead for Careers

Trust Ethos, Mission, Vision and Values



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

Where appropriate the AABs of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

Equality & Diversity Policy
Access for Education & Training Providers Policy
Curriculum Policy

1. Policy Statement

- 1.1. Archway Learning Trust is committed to delivering a high quality of Careers Education, Information, Advice and Guidance (CEIAG) for all of its students. Our purpose is to raise the aspirations of all of our learners. We aim to offer students a wide range of support, guidance and resources in order to inform their progression routes.

2. Scope and Principles

- 2.1. We are committed to raising aspirations, challenging stereotypes and encouraging students to consider a wide range of careers. Through careers education and guidance, students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.
- 2.2. Through effective CEIAG, students at ALT will:
- develop a broad understanding of the world of work and an ability to respond to changing opportunities
 - develop independent research skills so that they can make good use of information and guidance
 - learn about and develop employability attributes and skills
 - develop and use their self-knowledge when thinking about and making choices
 - develop the skills they need to review achievements, plan future actions, and make decisions, present themselves well and cope with change and transition.
- 2.3. We recognise that the process of making career decisions is a lengthy one and that students will make their final choices at different stages of their education.

3. CEIAG Provision

- 3.1. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in students' self-development and understanding of careers is regularly monitored.
- 3.2. At Key Stages 3, 4 and 5 careers education forms an integral part of the curriculum. It is delivered through subjects, tutor time, believe time, assemblies, conferences and small group workshops. Other delivery mechanisms including mentoring, one to one sessions, work experience, careers and higher/further education fairs, employer engagements, college and university visits/conferences and a wide range of targeted activities with local employers and external partners eg Young Enterprise, Humanutopia.
- 3.3. Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future. This is particularly important for children from disadvantaged backgrounds who may lack a diversity of role models with experiences of different jobs and careers. Career-Related Learning (CRL) at ALT in Key Stages 1 and 2 aims to incorporate regular opportunities in lessons which broaden students' horizons, raise aspirations and counteract stereotypes.

4. Responsibilities

4.1. SLT Careers Leads at individual Academies within the Trust are responsible for:

- maintaining up to date curriculum plans and associated learning objectives for each year group, ensuring equality of opportunity for all students
- updating local academy websites with CEIAG information, ensuring statutory compliance
- engaging with and informing students and parents of CEIAG opportunities and events
- liaising with Trust Careers Advisors, Local Enterprise Partnerships and other external agencies to ensure provision and opportunities are up to date and relevant to the context of students, reflecting the local labour market
- ensuring careers opportunities and engagement are recorded and tracked to monitor breadth, reach and equality of opportunities for all students
- evaluating the effectiveness and impact of their CEIAG curriculum using self-evaluation against the Gatsby Benchmarks and stakeholder feedback and reporting this to local AAB

4.2. Careers Advisors within the Trust are responsible for:

- liaising with academy SLT Careers Leads to support with creating and maintaining effective employer links and the organising of careers events
- providing expert, unbiased Careers AIG to students
- supporting academies to create and embed a stable careers programme, sourcing and generating appropriate resources and activities
- supporting the SLT Careers Lead in evaluation activities
- sourcing and supporting the application for funding bids to enhance the provision on offer

4.3. The Trust lead with responsibility for Careers will be responsible to the Trustees for promoting, monitoring and maintaining the implementation of this policy.

5. Monitoring

5.1. The eight Gatsby Benchmarks are based on best national and international research and define all the elements of an excellent careers programme. The effectiveness of the careers curriculum against the Gatsby Benchmarks as a minimum standard.

- 1 - A stable Careers Programme
- 2 - Learning from career and labour market information
- 3 - Addressing the needs of each pupil
- 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

5.2. Feedback from key stakeholders (students, parents, teachers and employers) is gathered to further inform evaluation via a scheduled programme of surveys, questionnaires and focus group discussions.

6. Review of this policy

6.1. This policy will be reviewed every three years.