



# Notley High School & Braintree Sixth Form

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

<b>Last reviewed:</b>	November 2020
<b>Next review due:</b>	November 2022
<b>Ratified Full Governors:</b>	December 2020
<b>Designated Postholder:</b>	Deputy Headteacher

## **Rationale**

Careers education and guidance programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

## **Statutory requirements and recommendations**

The policy is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents/carers.

The primary aims of the careers education and guidance programme are to:

- Prepare students for the transition to life beyond secondary school (higher education and the world of work);
- Make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+;
- Develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- Support students in making informed decisions which are suitable and ambitious for them;
- Provide students with well-rounded experiences;
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and in their careers;
- Promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it;
- Provide additional support where necessary to students in receipt of Pupil Premium funding and students with Special Educational Needs or Disabilities (SEND), through personalised support from the SENCO, careers advisor and external bodies where appropriate;
- Inspire and motivate students to develop their aspirations

## **Implementation**

The school guarantees impartial and independent advice via:

- Access for all students to the careers exploration website 'Kudos';
- Promotion of independent websites relevant to all career needs, from choosing a university to pursuing a career via a half termly bulletin for students, parents/carers and staff;
- Access to a wide variety of external speakers offering independent sources of information including employers, representatives from professional bodies and organisations including apprenticeship companies and representatives of higher education establishments.

All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists.

## **Careers Adviser**

All students have access to an independent careers adviser, provided by Directions, who works alongside the Head of Faculty and Careers Leader. All students are able to meet the advisor for individual appointments, together with their parents/carers if requested. Meetings are followed up with advice summaries sent to students. These are also made available for tutors to access.

## **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PDT team at Key Stage 3 and 4 deliver specialist sessions. Heads of Year liaise with the careers leader to address needs of all students, including support from teachers and external agencies, such as the independent careers advisor.

The designated lead for CEIAG in the school is Michelle Robb.  
The designated governor for CEIAG is Paul Harrison.

## **Monitoring and Evaluation**

The Deputy Headteacher and Head of Faculty will work alongside the careers leader and independent careers advisor to review the provision of CEIAG:

- Lesson observations within PDT lessons as part of School Self Evaluation;
- Developmental activity is identified annually in the SIP;
- Feedback on the effectiveness of the CEIAG programme is sought through student and parents'/carers' questionnaires and staff evaluations. Resulting action points then feed into the following year's planning process to ensure they are addressed;
- Evaluation and feedback via Directions, independent careers service;
- Review of the school's adherence to the Gatsby benchmarks through Compass, an online self-evaluation tool for schools;
- Evaluation of destinations data.