

# Careers Education, Information, Advice and Guidance (CEIAG) Policy Whitley Bay High School 2022/23



## 1. Our Statement of Provision

High quality careers education will raise the aspirations of all young people. It will increase motivation by linking activities in school with preparation for life post-16 and post-18. CEIAG will therefore contribute to raising pupil achievement, help students focus on their longer-term career ambitions and ensure an equality of opportunity for all.

### 1.1. Our CEIAG Values

At Whitley Bay High School, we provide a comprehensive CEIAG programme to students in every year group and this includes aspects of work related learning, enterprise education and option choices for students in Year 9 and 11. Students in our Sixth Form are very well supported as they make their applications to University, apply for Higher Level Apprenticeships or other non-University post-18 pathways.

This policy has been developed in consideration of the CDI (Career Development Institute) framework and the DfE Guidance 'Careers Guidance – Guidance for further education and sixth form colleges' with the focus being on the eight [Gatsby Benchmarks](#).

### 1.2. The Gatsby Benchmarks

The eight [Gatsby Benchmarks](#) of Good Career Guidance are designed to improve good career guidance and advice in school and are based on reports and analysis of good practice.

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

## 2. Objectives

### 2.1. Students

- Ensure that all students, prospective and current, have access to high quality, impartial information about future progression and are aware of their entitlement to this CEIAG.
- To raise aspirations and challenge stereotypes that students may have, allowing them to consider a diverse range of careers in the future.
- Provide students with access to their own careers profile, detailing events/workshops that they have attended and skills that they have gained from these.
- Encourage self-development through various self-assessment methods, identifying strengths, weaknesses and aspirations for the future.

- Ensure that students are making use of external information sources and are using these to appropriately research post-16 and post-18 opportunities from further and higher education, training, apprenticeship and employment providers
- Ensure that students are exposed to careers related to the curriculum in an obvious, sign-posted way
- Provide all students the opportunity to experience the workplace environment, giving them a clearer understanding of potential career paths and developing their employability skills with real life exposure
- Ensure that students across all years have significant, meaningful encounters with further and higher education, training and apprenticeship providers, allowing them to gather information about the full range of apprenticeships
- Provide students with the opportunity to meet with a Level 6 qualified adviser to provide them with impartial careers advice, as well as have access to, and receive support from, the careers team.
- Ensure that students are given guidance meetings at key decision times, Year 9 options, Year 11 destinations and Year 13 destinations.
- As of January 2023, ensure students have at least 6 encounters with approved apprenticeship and technical education providers, 4 in total from Year 9 to 11 and 2 optional opportunities for students attending Sixth Form. Please see our Provider Access Policy statement for more detailed rationale and outline.

## **2.2. Staff**

- Ensure that CEIAG is being delivered at the appropriate level by qualified and experienced staff
- Ensure that key members of staff attend relevant CEIAG training, allowing them to deliver appropriate information and advice to students
- Provide key roles within the Alternative Education Team and signpost these effectively to students so that advice and information is provided quickly and efficiently
- Develop strong relationships with relevant stakeholders, including HR institutions, FE colleges, training providers, Careers and Enterprise Company, NTLT network etc.
- Assist students through the UCAS process, providing support at each stage of the application
- Provide all students with information on the application process for employment and apprenticeship opportunities
- Ensure that information, advice and guidance is free of unconscious bias toward students and that equality and diversity of opportunity is acknowledged and promoted.

## **2.3. Stakeholders**

- Ensure that parents are well-informed about various career pathways and the support offered by key staff (via the website, social media and parents evenings dedicated to Post 16/18 options, UCAS and student finance)
- Provide information to parents/carers of prospective students (Year 11) that will help them support their child with decisions on post-16 options (via parents evenings)
- Keep schools governors informed of CEIAG progress
- Further develop working partnerships with other relevant stakeholders including The Careers and Enterprise Company (Enterprise Adviser), employers, universities and apprenticeship providers

## **3.0 Roles and Responsibilities**

### **3.1. The Senior Leadership Team**

- Appoint a Careers Lead and ensure students have access to a Level 6 qualified advisor
- Ensure that staff are fully aware of this policy and the school's strategy for ensuring it meets the **Gatsby Benchmarks**

- Ensure that there are sufficient, qualified and experienced staff and up-to-date resources for delivery of careers guidance

### 3.2. The Trust

- Appoint link governor to work with the Careers Lead on evaluation and development of the careers programme and provision
- Provide support for careers events
- Facilitate careers NTLT Careers Leaders Network Meetings, allowing all careers leads in NT to collaborate on ideas

### 3.3. The Careers Lead

- Act as Whole School Career Development Lead, undertaking careers leadership duties as well as overseeing all careers guidance
- Devise and oversee the delivery of a high quality, stable careers programme which meets the required **Gatsby** Benchmarks
- Oversee and develop the implementation of a bespoke careers program of events and intervention within the wider careers program for target groups. E.g. Higher achievers, pupil premium/free school meal recipients, disadvantaged and SEND students
- Develop a strategy for on-going development of this programme
- Work with the link governor to ensure key staff have access to the appropriate resources
- Ensure that the careers area of the website is updated frequently with all of the relevant information, resources and policy documents
- Ensure that progression and destination data is collected for all students so that destinations can be tracked and this information can be used to improve the effectiveness of the CEIAG provision
- Evaluate the careers programme to improve relevance and effectiveness for students
- Complete regular audits using the COMPASS tool to identify key areas of improvement for the careers programme and create a plan to remedy any gaps
- Liaise with curriculum leads and teaching staff to embed careers into the curriculum