



Careers Education, Information, Advice & Guidance (CEIAG) Policy January 2019

Office use

Published: January 2019	Next review: January 2020	Statutory/non: Statutory	Lead: Sue Johnson, Work Related Learning Leader
Associated documents:			
Provider Access Policy Appendix to Provider Access Policy			
Links to:			
Equal Opportunities Policy Safeguarding Policy			

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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. Schools have a statutory duty to provide careers education in years 8-11 (Sections 42A (amended by the Careers Guidance in Schools Regulations 2013), 42B and 45A of the Education Act 1997; Section 72 of the Education and Skills Act 2008; Schedule 4 (15) of the Schools Information (England) 2008) and to give students access to careers information and guidance.

1.2 Commitment

Tuxford Academy is committed to providing a planned programme of Careers Education for all students in years 7-13 and impartial Information, Advice and Guidance (IAG) to all students.

Tuxford Academy aims to provide a programme of CEIAG that is stable, structured and delivered by individuals with the right skills and experience. To achieve this aim we use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and other relevant guidance and recommendations including Careers Guidance and Access for Education and Training Providers; Statutory guidance for governing bodies, school leaders and school staff, (October 2018) and other relevant guidance from the DfE, QCA, Ofsted and CDI. Tuxford Academy believes that CEIAG is a process concerned with long-term decision making and planning, not simply first destinations. Careers Education is an entitlement and an essential part of the curriculum. It should be accessible, impartial and focused to the individual.

Tuxford Academy aims to introduce students to the knowledge and skills relevant to adult life and employment in a fast changing world and to prepare each student for continuing education, training, working and non-working activities. Careers Education and Guidance is an essential part of the Personal Development curriculum.

The Tuxford Academy policy is to provide a coordinated programme of Careers Education, Information, Advice and Guidance for all pupils throughout the Academy. This includes access to up-to-date Labour Market Information (LMI), experience of work, access to individual guidance, the recording of achievement and planning for the future. A review and evaluation process is conducted annually by the Tuxford review system.

1.3 Links with other policies

This policy links to other key school policies e.g. Equal Opportunities, Safeguarding, Provider Access and Appendix to Provider Access.

2 Objectives

2.1 Aims of CEIAG

The overall aim of CEIAG 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 CEIAG programme are: Planning for Change; Decision Making; Self Development and, Researching Options.

2.2 Students' needs

The CEIAG programme is designed to meet the needs of students at Tuxford Academy. It 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 CEIAG 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. The programme will promote equality of opportunity and inclusion.

3 Implementation

3.1 Management

The Work Related Learning Leader (Sue Johnson), coordinates CEIAG and is responsible to SLT via Assistant Principal (Keri Griffiths) and Vice Principals (Jon Hardy and Tony Lynch).

Sue Johnson links with staff responsible for related areas of the curriculum such as SENCO, BfL, Subject Leaders, Progress Leaders and Pastoral Leaders (HoC and P16) and directly with tutors.

3.2 Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers, mentors and Curriculum Support Assistants.

3.2 Curriculum

The CEIAG programme is planned, monitored and evaluated by Sue Johnson. Administrative support is available.

The CEIAG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (internet/Academy intranet), and individual learning planning/portfolio activities. CEIAG lessons are part of the Academy's Global Awareness programme. Other focused events (e.g. Enterprise Days) are provided. Students are actively involved in the planning, delivery and evaluation of activities.

3.3 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Work Related Learning Leader is responsible for the effective deployment of resources. Sources of external or matched funding are actively sought.

3.4 Staff Development

The training and support needs of staff involved in co-ordinating, delivering and supporting CEIAG are identified and met through a continuing professional development (CPD) programme. Staff training needs are also identified. The school endeavours to meet identified training needs within a reasonable period.

4 Review

This policy will be reviewed in January 2020.

5 Approval

Signatures: Chair of Governors

Date of approval by Governors

Date of next review January 2020