



**THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL**

**CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**



Date Reviewed:	October 2021	Reviewed by:	L Clark, Assistant Headteacher	Next review:	October 2022
Summary of changes made:					

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## **1. UNCRC**

Article 17 - Every child has the right to reliable information from a variety of sources and governments should encourage the media to provide information that children can understand

Article 28 – Every child has the right to an education

## **2. Introduction**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support offered to students at Trafalgar. Effective careers support enabling students to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their 13-19 pathways and to enable them to manage their careers and sustain employment throughout their lives.

Effective careers education is impartial and considers young people's personal abilities, needs and preferences. It is motivating and raises aspirations by providing clear goals, encouraging young people to participate in learning and to attain qualifications that reflect their potential.

Trafalgar School has a statutory duty to provide careers education from Year 7 to 11 giving students access to careers information and impartial guidance.

## **3. Aims and Objectives**

This policy aims to detail the procedures and guidelines for the delivery and availability of Careers Education and Information, Advice and Guidance (CEIAG)

The aims of the policy are:

- To set out the procedures put into place to ensure that CEIAG is delivered to the National Standard.
- To develop students' aspirations, self-awareness and participation in CEIAG.
- To encourage students to make good use of resources available to them so that they can make informed and appropriate choices throughout their school journey.
- To enable staff to explore the resources available so that they are able to support students with CEIAG throughout the school.
- To maintain a good working relationship between the school and outside agencies including impartial career advice providers, the National Careers service, Local College Providers, Training providers and Pupil Progression Officers from PCC.
- To create mechanisms for feedback from staff and students about the delivery and availability of CEIAG, so that the procedures and delivery can be continually evaluated and improved.

The CEIAG policy is underpinned by our Personal Development Curriculum. Tailored provision is made for students identified as most at risk of becoming NEET, Children

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Looked After, students receiving Pupil Premium and students identified as having special educational needs. The following DfE statutory 'Careers Guidance and Access for Education and Training Providers' January 2018 is used as reference to for the CEIAG policy and programme at Trafalgar School.

#### **4. Student entitlement**

Students are entitled to careers education, information, advice and guidance which is both impartial and confidential. At Key Stage 4 students are able to access an interview with an independent careers advisor. For students identified within priority groups, provision is made through the Assistant Headteacher for Curriculum.

Students can expect:

- access to up-to-date and unbiased information on future learning and training, careers and labour market information.
- support to develop self-awareness and career management skills needed for the future.
- the opportunity to talk through their career and educational choices with experts and their tutors.
- to hear from a range of providers with access to careers advice from independent and local institutions, including City of Portsmouth College, Havant & South Downs College, Fareham College and Chichester College.
- the school to inform parents/carers of progress and provide parents/carers with information to support planning and decision-making. Parents are entitled to attend the 1:1 Careers Interview with their child if they wish to so. Parents also have access to the Head of House and the Assistant Headteacher for Curriculum to discuss any concerns regarding their child's access to CEIAG or to discuss any concerns they may have.
- to be asked about their views about the service they have received to ensure that it fulfils the needs of students.

#### **5. Career Management**

Students will use experiences, skills acquired and developed through Aspiring Futures, PD Days and other events to improve employability skills. Students are able to make informed choices about their post 16 options and beyond understanding routes of progression having researched all options available and the routes best suited to them as a learner. Students draft a CV with personal statement, complete applications for college and apprenticeships, students are able to review and reflect on previous transitions to help improve their preparation for their future.

#### **6. Intended Destination Data**

For Year 11 students' data is collected regarding intended destinations for Post 16 following their GCSEs. This information is then used alongside student progress tracking to select groups of students who would benefit from extra support to secure Employment or Training from the Pupil Progression Officers (PCC).

## **7. Professional Development**

The Assistant Headteacher for Curriculum attends the CEIAG meetings for Portsmouth to receive information about new developments.

All staff receive regular training and guidance on careers and option choices to ensure they can advise and support all members of their tutor group in preparation for the next stage in their education and career pathways.

## **8. Budget**

A designated careers budget is available each year to contribute to the cost of independent careers advice, information and guidance provision and Support for Progression programme.

## **9. Equal Opportunities and Differentiation**

All information, advice and guidance is provided impartially to all students and free of bias. Students are encouraged to look at careers and courses outside the traditional gender stereotypes. All students with SEND and/or looked after are entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 onwards includes a focus on preparing them for adulthood, independent living, employment and participation in society. Students with additional needs and/or looked after will receive independent and impartial advice about mainstream education, training and employment opportunities on offer regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

Additional activities and events are open to students through Activities Week, after school clubs (ie STEM), trips, Southern Universities Network and opportunities with UNLOC (Enterprise Academy).

## **10. Evaluation and Review**

This policy is reviewed annually as part of the whole-school self-assessment process. The delivery of CEIAG, including external provision to students will be evaluated annually through discussion with students at each Key Stage, and through learning walks when appropriate.

Individual Careers-linked events such as visits to Careers Fairs, Prep for Work Day and PD Days are evaluated individually.

The school utilises both local and national destination data to assess the success in supporting students to take up education and/or training which offers good long-term prospects.

## **11. References:**

- DfE – Careers Guidance and Inspiration in Schools – Statutory guidance for governing bodies, school leaders and school staff – January 2018
- Gatsby – Good Career Guidance – January 2018
- DfE – Careers Strategy: making the most of everyone’s skills and talents – December 2017

This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.