

JOHN TAYLOR MULTI ACADEMY TRUST



Careers Education, Information Advice and Guidance (CEIAG) Provision in Schools

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1.0 Introduction

Rationale for CEG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the provider that all learners need a planned programme of activities to help them choose 14-19 options that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. The careers provision of John Taylor MAT is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A1, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008. This states that all schools should provide independent careers guidance from Years 8 - 13 and to students aged up to 25 with a current education, health and care plan in place under section 37 of the Children and Families Act 2014. This guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, our schools are compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in the Provider Access Policy.

Commitment

John Taylor MAT is committed to ensure learners have access to a source of careers guidance which is independent and external to the school. Personal guidance does not have to be external – it can be delivered by MAT staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty. We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 7-13 and to provide extra support as required for learners with additional needs.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education

John Taylor MAT endeavours to follow best practice guidance from the careers profession and from other expert bodies, such as Ofsted.

Development

This provision was developed and is reviewed biennially in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key policies and procedures especially those for teaching and learning, assessment, recording and reporting achievement, P&RSHE, equality and diversity, developing the very able, looked after children and special needs.

2.0 Objectives

Learners' needs
Objectives

The careers provision is designed to meet the needs of all learners in our schools. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment.

Entitlement

Learners in years 8-13 are entitled to access independent and impartial careers guidance provided by partners that meet quality standards for careers guidance other than those employed by John Taylor MAT. These should promote the best interests of learners rather than those of the institution and include information on all options available 16-18, including Apprenticeships. Activities are embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will contribute to raising aspirations, challenging stereotyping and promoting equality and diversity.

3.0 Implementation

Management

The CEIAG Coordinator coordinates our CEIAG provision and is responsible to a member of SLT. This area is also supported by a link governor. The CEIAG Coordinator is responsible for ensuring work experience is planned and an integrated part of the CEIAG programme.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the pastoral team within the Tutor programme. This CEIAG programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the senior leadership

team. Up to date careers information is available and accessible to all learners. Administrative support is available to the Careers Co-ordinator.

Curriculum See Appendix

Work Experience Provision See Appendix

Assessment and accreditation The intended career learning outcomes for learners are based on the Careers Development Education Framework 7-19 and Gatsby Benchmarks. These documents can be obtained from the school office either electronically or as a paper copy.

Partnerships An annual Partnership Agreement is negotiated between us and the Local Authority/ careers guidance provider which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with other settings, external agencies and the community including business.

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 CEIAG coordinator is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

Staff development Staff training needs are identified in conjunction with the CPD coordinator, who endeavours to meet training needs within a reasonable period of time.

Monitoring, review and evaluation Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following mock interviews during Year 10 and work experience in Year 12. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator.

The Partnership Agreement with the Local Authority/Careers Guidance provider is reviewed regularly. The programme is reviewed annually by the careers co-ordinator and careers guidance practitioner using the local quality standards for CEIAG to identify areas for improvement, alongside other stakeholder voice results. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.

A report is submitted to the senior leadership team and governors. Evaluation of all aspects of CEIAG is undertaken annually using approved quality assurance products.

Local arrangements for each school will be provided via their website.