

Ormiston Academies Trust

Cowes Enterprise College, an Ormiston Academy Careers Education Information and Guidance (CEIAG) Policy

Policy version control

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1. Introduction

At Cowes Enterprise College, we group our core values under the heading 'Educate for Life'.

Whilst we strive for pupils to achieve their best academically, we also strongly believe that they can only fulfil their potential if they understand themselves, their abilities and are fully aware of the possibilities available to them in the future. We continue to review, monitor, and evaluate our Careers Education, Information, Advice and Guidance (CEIAG) offer through close liaison with stakeholders: our pupils, parents/careers, staff and our external partners. Careers Education, Information, Advice and Guidance (CEIAG) at Cowes Enterprise College is an integral part of the curriculum and preparation of all pupils for the opportunities, responsibilities, and experiences of life in modern society. All CEIAG is impartial and unbiased.

2. What is CEIAG?

Careers Education, Information, Advice and Guidance (CEIAG) consist of:

1.1. Careers Education

Careers Education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, higher education institutions and our local community and supporting students in the life-time experience of learning. Careers Education takes place mainly through the curriculum and through activities on our Charter programme, on 'Dropdown' days and in assemblies.

1.2. Careers Information, Advice and Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It is impartial, pupil centred and confidential. Careers Guidance is mainly delivered through a Careers Lead and an independent Careers Advisor, who is an impartial qualified deliverer of guidance. We have strong and effective pastoral and tutorial systems which provide the means to ensure students receive support and guidance at transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it from appropriate agencies.

3. Our Aim

Central to the core values of Cowes Enterprise College is the commitment to deliver a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all pupils from Years 7–13.

From year 7 onwards, our students receive varied inspiring opportunities to develop their career aspirations and employability skills, through the Cowes Charter and established partnerships with

local business and wider further education institutions. We follow the National Framework for CEG 11–19 in England (DfES, 2015), The Government Careers Strategy (DfES, 2018) and other relevant guidance from GATSBY Benchmarks. Our CEIAG offer is central to our curriculum, enrichment, Charter and ethos- 'Educate for Life'.

4. Policy Aims

The aim of our Careers Education, Information, Advice and Guidance Policy is to:

- To raise students' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+ and prepare students for life post-education.
- To support students in making informed and realistic career decisions based on labour market information.
- To help students manage transitions through education and into work.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- To involve and inform parents/carers.

5. CEIAG Entitlement Statement

Cowes Enterprise College is committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers education will both compliment and integrate with the E1M and Maritime programmes.

The Government's careers strategy published on 4 December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school are provided with a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

Cowes Enterprise College will provide a professional package of support services from Mr Sanchez Brown and from 'Wight Careers' a locally recognised professional Career Service to enable us to fulfil our statutory responsibilities.

6. Statutory Duty – Key Points

The statutory duty requires governing bodies to ensure that all registered pupils at the academy are provided with access to independent careers guidance from Year 8 to Year 13.

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner.
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Promotes the best interests of the pupils.

To further evidence our commitment to raising the standard and quality of CEIAG provision offered to our pupils, we are working towards and applying for the new Quality in Careers Standards Award.

We will continue to review, monitor and evaluate our CEIAG offer by speaking and listening to our students, the parents/carers, teachers and our external partners. We will hold ourselves accountable to students and parents/carers through robust monitoring and outcome-based evidence, such as our annual destination data. All outcomes will be reported through our School Governing Body.

7. CEIAG Staffing

This programme will be delivered by the following in Cowes Enterprise College:

- SLT Careers Lead (Mr. D Sanchez-Brown- dsanchez-brown@cowesec.org)
- Wight Careers (Ian Riley wightcareers@gmail.com)
- E1M curriculum Lead (D Godfrey)
- Maritime Futures SLT Lead (T Harding)
- Vice Principal KS3 (T.Harding)
- Assistant Principal KS4 (A.Brown)

8. Implementation

Cowes Enterprise College will achieve this policy's aims by:

- Providing inset to staff to support teaching and learning opportunities within the curriculum and to develop confidence and knowledge when teaching CEIAG content as part of the tutor, Maritime Futures or E1M programme.
- Ensuring departments signpost careers links within their subject, both in documentation and in classrooms, and provide time for this to take place.

- Promoting a variety of opportunities for career and employability learning outside of regular lessons through visits, speakers, workshops, drop-down days and business links.
- Developing links with identified stakeholders, including further and higher education providers, training providers, parents, alumni and local businesses.
- Tracking progress against the Gatsby Benchmarks.
- Developing mentoring opportunities through business links.
- Ensuring all students have opportunities to visit education/training providers and companies during their time at school.
- Providing extended careers learning opportunities for targeted pupils.

9. Evaluation and Monitoring

Cowes Enterprise College will monitor and evaluate CEIAG by:

- The Careers Leader, Governor responsible for Careers and Senior Leadership Team being responsible for an annual review of CEIAG.
- Reviews and evaluations are expected to be carried out termly on an informal basis. Feedback from staff, pupils, parents and external partners forms a key part in evaluating the Careers Programme and targets are set for the next year.
- Wight Careers will monitor and review their links with the Academy on a termly basis.
- Careers Advisor/Wight Careers will arrange suitable interviews with year 11 and maintain up to date paperwork and ICT systems.
- Student voice is integral in planning and reflecting on what we do and is carried out via student surveys and in small group discussions.
- To ensure quality we are committed to working towards the national Quality in Careers Standard.

10. Equality of Opportunity

All teachers and staff involved in Careers Guidance have a responsibility to promote equality of opportunity, which ensures that all students have an entitlement and appropriate access to Careers Guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given will be impartial and confidential. Students will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

11. Safeguarding - Whole School

The school has a thorough and comprehensive Safeguarding policy which supports all areas of school life, ensuring that the educational experience of our students is the best it can be.

Appendix 1: Gatsby Benchmarks:

THE BENCHMARKS

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.