



**GEORGE
SALTER
ACADEMY**

Careers Education, Information, Advice and Guidance Policy (CEIAG)

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Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing students with exceptional support and guidance throughout their time at George Salter Academy.

The aim of CEIAG is to enhance the provision to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment
- Helping students to follow courses that are appropriate to their needs
- Improving understanding of the world of work
- Ensuring appropriate provision and guidance
- Successful transition to the next stage of education and employment
- Empowering students to plan and manage their own futures
- Offering a responsive service that allows time for face to face guidance
- Providing comprehensive and unbiased advice and guidance
- Actively promoting equality and challenging gender stereotypes

Methods

The methods by which the CEIAG team will accomplish these goals are:

Providing a range of opportunities that enhance the curriculum;

- Promoting awareness of the world of work
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement
- Promoting awareness and understanding of work, industry, the economy and community
- Relating skills, attitudes and knowledge learned in the Academy to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling students' to make considered decisions in regard to future choices
- Maintaining and developing effective links with key partners, including Connexions, DWP, Black Country Consortium and work experience providers
- To prepare students for transition to Further Education or employment with training

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- The Academy websites
- PSHE lessons in years 7 - 13
- Planned delivery of year group/transition specific activities
- University Links
- Industry specific talks and presentations
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner
- Assemblies and group activities for specific pathways (Apprenticeships)
- Display boards and careers posters.

Management

CEIAG is currently led and managed by the Careers Leader, Bill Elgar and the Careers Advisor, Nicky Dickinson, who are responsible for the management and co-ordination of the various aspects of CEIAG;

- The activities at each key stage
- Monitoring/evaluation
- Liaison with SLT and Governing Body via Senior School Improvement Lead 14-19
- Regular meeting with the School Enterprise Adviser and LEP Co-ordinator
- Consulting with Heads of Department
- Working with Careers Champions in each year group
- Sharing good practice at termly Careers Leaders meetings
- Attendance at the Black Country Careers Hub meetings
- Careers CPD

Review

Each academic year the Careers team will write an action plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

Guidance

This policy has been written with regard to and adheres to the Careers Strategy published in December 2017:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

And the updated Statutory Guidance published in January 2018;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

George Salter Academy is working towards achieving the Gatsby Benchmarks. These can be found in the Careers section of our Academy website.

GSA Careers Framework

Year	Stage	Focus
7	'I discover'	Students to think about themselves
8	'I explore'	Students to think about options available
9	'I focus'	Students focus on what they want to do
10	'I plan'	Students begin to plan how they are going to achieve their aspirations
11	'I decide'	Students to decide which routes to take and how to get there
Sixth Form 12	'I research'	Students to research the pathways available and make choices for their transition at the end of Year 13
Sixth Form 13	'I prepare'	Students to prepare for their future and apply for university, employment or training

Careers Overview

Years 7-9

Careers is delivered in PSHE lessons. These lessons allow students to explore careers, consider employability skills and develop interpersonal skills. Organised CEIAG events such as assemblies, university, STEM and careers related activities and visits.

Year 10

Students participate in work experience. Careers is also delivered in PSHE lessons as well as in designated form time supported by form tutors. Organised CEIAG events such as assemblies, university, STEM and careers related activities and visits.

Year 11

Careers is delivered in PSHE lessons. Students all receive at least one guidance interview during the year to support their decision making for transition post-16. Organised CEIAG events such as assemblies, university, STEM and careers related activities and visits.

Post 16

Students have their own bespoke provision supported by the sixth form team which includes work experience, talks, course application support, CV writing and many other events. The Academy works with local universities and business partners to ensure wide-ranging provision.

Further Support

Students are encouraged to use the UNIFROG careers platform in addition to the National Careers Service website to seek out information. These are an excellent starting point for the students.

All students can seek advice from subject teachers, form tutors, Heads of Year, Sixth Form staff, Connexions and from the Academy Careers Advisor. As a school we wholeheartedly support the use of Connexions to carry out one to one interviews and give impartial advice whilst offering students tailored guidance.