

Barton Peveril College

# Careers Education, Information, Advice and Guidance: The CEIAG Policy

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## 1. The College Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work. The intent of our Careers Curriculum at Barton Peveril is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into higher education and the workplace. We intend to raise their aspirations, improve social mobility, develop employability skills and enhance knowledge of the higher education and labour market landscapes whilst providing them with the means to access all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include experiences of workplaces, encounters with employers and further and higher education establishments and opportunities for personal guidance. Barton Peveril College has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks by the end of 2020.

The Senior Leadership Team have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

## 2. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stage Five.

The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools and colleges to ensure that a range of education and training providers can access pupils in Year 12 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships, as well as opportunities in Further and Higher Education

All members of staff at Barton Peveril College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of Careers Advisers.

It is important therefore that students leave College aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### 3. Objectives

- a) To ensure that all students at the college receive a stable careers programme
- b) To enable all students to learn from information provided by the career and labour market
- c) The CEIAG programme should be individual and address the needs of each student
- d) To link the curriculum learning to careers learning
- e) To provide students with a series of encounters with employers and employees
- f) To provide students with experiences of workplace(s)
- g) To ensure that students have a series of encounters with further and higher education
- h) To provide each student with the opportunity to receive personal guidance

### 4. College Responsibilities

The college has a series of statutory duties:

- All registered students at the college must be given the opportunity to receive independent careers advice in Years 12 and 13
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the student
- The College must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published
- The college will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

- Barton Peveril College believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their lives. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- The college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the college (eg. EQR or Ofsted)

## 5. Senior Leadership Team Responsibilities

The SLT will ensure that the college has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the College's legal requirements
- There will be a member of the SLT who takes a strategic interest in CEIAG and encourages employer engagement.

## 6. Provider Access

This section of the policy sets out the college's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the range of education, training and careers on offer. All students are entitled:

- to find out about employment and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local and national providers about the opportunities they offer, including higher education, technical education and apprenticeships – through Careers In... events, HE Fair, Futures Fair, talks and visits;
- to understand how to make applications for the full range of academic and vocational courses, as well as job applications.

- Appendix 2 shows the way in which education and training providers should get in touch with the college in order to gain access to students and/or parents to inform them about further opportunities
- The college will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## 7. Monitoring Review and Evaluation

The Principal will ensure that:

- the work of the Careers Adviser and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as Google Forms
- Feedback from external visitors to the college such as the EQR/PQR inspector or Ofsted;
- The destinations of students, measured in the spring term following the students' leaving date. This figure can be compared to national figures as well as against the equivalent figure from similar colleges both nationally and within the county.
- Retention figures for students in college
- The Senior Leadership Team of Barton Peveril will review this policy every three years.

## Annex 1: The Gatsby Benchmarks

<p>1. A Stable Careers Programme</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Every College should have a stable and structured Careers Programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>● The Careers programme should be published on the college's website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>● The Careers Programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● By the end of Year 13, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>● Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p>3. Addressing the needs of each student</p>	<p>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 college's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>● A College's Careers Programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>● Colleges should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>● All students should have access to these records to support their career development.</li> </ul>

		<ul style="list-style-type: none"> <li>Colleges should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
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.	By the end of Year 13, every student should have had the opportunity to learn how the different subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	Over the two years of College all Students should have participated in at least 3 meaningful* encounters with employers.  <i>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i>
6. Experiences of work places	Every Student should have the opportunity to 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.	By the end of Year 13, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have
7. Encounters with	All students should understand	By the end of Year 13, every student should have had a

<p>further and higher education</p>	<p>the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in colleges, universities and in the workplace.</p>	<p>meaningful encounter* with providers of the full range of learning opportunities, including colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>All students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p> <p><i>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>
<p>8. Personal Guidance</p>	<p>Every Student should have the opportunities for guidance interviews with a career adviser, who will have been trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>Every student should have the opportunity for a at least one interview by the end of Year 13.</p>

## **Annex 2: Application for Provider Access**

### **Introduction**

This document sets out the college's arrangements for managing the access of providers to students at the college for the purpose of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997.

### **Student entitlement**

All students in Years 12 and 13 are entitled:

- to find out about higher education and technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local and national providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses and employment.

### **Management of provider access requests**

Procedure: A provider wishing to request access should contact:

Named college contact: **Shoonagh Hubble**

Telephone: **02380 367200**

Email: **careers@barton.ac.uk**

### **Opportunities for access**

The College offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the Careers section of the college's website.

Please speak to our Careers Advisers to identify the most suitable opportunity for you.

The college will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The college will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Team.

Providers are welcome to leave promotional materials which can be accessed in the Progress Zone.