



THOMAS ALLEYNES HIGH SCHOOL

CEIAG (Careers Education Information Advice and Guidance) Policy 2023-2024

Approved/reviewed by	
The Managing and Resourcing Governors Committee May 2023	
Date of next review	May 2024

Updated by CLD May 2023.

Thomas Alleyne's High School CEIAG Policy.

Policy Rationale:

Thomas Alleyne's High School's Careers Education, Information, Advice and Guidance Policy sets out Thomas Alleyne's High School's provision of impartial and informed careers guidance for all of our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our Future Intentions programme. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements. In addition, as the number of apprenticeships rises every year, it is increasingly important for all pupils to have a full understanding of the options available to them Post-16 and Post-18.

Aims:

The Thomas Alleyne's High School whole school future intentions programme provides all pupils with the opportunity to plan and manage their individual careers pathway effectively, ensuring progression which is ambitious and aspirational.

High-quality careers guidance is important for our pupils' futures, and our provision at Thomas Alleyne's High School aims to:

- Contribute to strategies for raising achievement through raising aspirations, motivation and confidence in all of our pupils.
- Help pupils prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help all pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- To challenge stereotypes and promote a culture of high aspirations and equality of opportunity.
- To reduce the number of pupils not in employment, education or training (NEETS) in line with local authority guidance.
- To reduce the number of pupils who drop out of courses or switch courses in education or training to offer retention in these areas.
- To develop enterprise and employability skills.
- To contribute to economic prosperity of individuals and communities.
- To focus pupils on their future aspirations and intentions through work with employers within the local community and beyond, including offering the opportunity of work Experience (WEX) to year 10 and 12 pupils annually.
- To invite parents/carers to Future Intentions (CEIAG) information sessions.
- To provide pupils with up to date picture of the local market index (LMI) and key sector growth information where possible.

Statutory Requirements:

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance relates to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on the 1st of January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which can be found located on our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that as an academy in England, we are required to provide and publish our careers guidance.

The statutory guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, which as aforementioned, can be found on our school website.

Role and Responsibilities:

The Headteacher and Governors have overall responsibility for CEIAG provision at Thomas Alleyne's High School. Our named linked governor for CEIAG is **Mr Tim Fuller**.

Our nominated careers leader is **Mrs Emma Young**, who can be contacted by phoning 01889 561820 or by emailing younge@tahs.org.uk she is supported by **Mr Richard Graham** (Head of Business).

In line with statutory guidance, our Careers leader is a member of our Senior Leadership Team (SLT) and works closely with **Mrs Carole Dodd** (Deputy Head teacher with strategic oversight for careers).

The strategic team will work together to:

- Take responsibility for developing, running and reporting on the school's career programme.
- Plan and manage careers activities.
- Manage the budget for the careers programme.
- Support teachers to build careers education within the classroom and beyond, and also offer subject related guidance within the curriculum.
- Establish and develop links with employers, education and training providers, and careers organisations.

- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and a careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

Alongside the work of the strategic team, all staff at Thomas Alleyne's High School contribute to CEIAG through their roles as tutors, support staff and subject teachers.

Senior Leadership Team (SLT):

The Senior Leadership team at Thomas Alleyne's High school will:

- Support the careers programme.
- Support the careers leader in developing their strategic careers plan.
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to pupils in years 9 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement.
- Network with employers, education and training providers, and other careers organisations.

The Governing Body:

The governing body at Thomas Alleynes's High School will:

- Ensure the schools CEIAG policy and careers plan meets statutory requirements.
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (13 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- Make sure that a range of education and training providers can access pupils in years 9 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website.
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

Our Careers Programme:

Thomas Alleyne's High School recognises its statutory requirements, and is committed to providing all pupils with a robust Future Intentions programme from Years 9 to 13. It has an embedded careers programme, which aims to deliver and promote impartial, individually focused and quality Careers Information, Advice and Guidance (CEIAG), enabling all pupils to make well-informed and realistic choices, both now and in the future.

To inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We offer statutory independent careers guidance to pupils from year 9 onwards. Whilst participating in their academic journey, pupils will be required to develop enterprise, employability, practical and social skills with confidence to support and realise their individual future intentions.

Staff members with strategic responsibility for CEIAG will remain up to date with Labour Market Information and regularly meet with other IAG Co-ordinators and Careers Advisers to share good practice. This will include working with the LEP and inviting local employers to provide activities and to inform the curriculum. This will also include an ongoing awareness of the priority employment sectors in Stoke on Trent and Staffordshire via the LEP. To guarantee high quality CEIAG provision is delivered, Thomas Alleyne's High School will continue to work alongside the Stoke and Staffordshire Local Enterprise Partnership (SSLEP), as well as ensuring CEIAG provision is delivered to all our pupils following both DfE statutory guidance, and the Gatsby Benchmarks¹ as advocated by the DfE.

To further meet these requirements, Thomas Alleyne's High School works with the Careers and Enterprise Company (CEC) who were established by the Government to provide external support to schools alongside strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people. Such encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce.

Our whole school Future Intentions programme at Thomas Alleyne's High School, has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance.

Our programme **will not show bias** towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

¹ <http://www.gatsby.org.uk/education/programmes/good-careerguidance>

Our careers programme is delivered through a number of methods, including, but not limited to: tutor activities, including tutor-led discussion assemblies, displays, trips, Future Intention events, guest speakers, drop down days, subject taster sessions, bridging and Summer work, and guest speakers including Thomas Alleyne's Alumni.

Pupil Entitlement at Thomas Alleyne's High School:

Pupils are entitled to CEIAG which meets professional and ethical standards of practice which is young person centred, impartial and confidential. Our Future Intentions programme is designed to meet the needs of all pupils at Thomas Alleyne's High School. It is differentiated, and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. The programme on offer will enable pupils to understand themselves, their interests, likes, dislikes and what they are good at and how this affects their choices and decision making

The Future Intentions programme will also ensure pupils have a rounded careers experience ensuring their learning in school is relevant and linked to their future prospects, connecting key areas of the curriculum to the world of work.

The programme will also facilitate appropriate exposure to employers and working life to develop employability and enterprise skills and impact on decision making. Pupils will receive knowledge around LMI and sector growth utilising the LEP identified priorities.

Pupil Entitlement:

All pupils in years 9-13 at Thomas Alleyne's High School are entitled to:

- A minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.
- Find out about 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.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.
- Find out about different options open to them at key decision-making points during their time at Thomas Alleyne's High School in year 9 through to year 13.
- Discover what qualifications are needed for their chosen vocation.
- Develop the skills they need for working life so that they become work ready.
- Formulate a clear plan of action for their future.
- Make effective and informed applications for work, training and further and higher education establishments.
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Every pupil will understand how to access a one-to-one appointment with an independent Careers adviser and/or appropriately qualified individual within school.

Pupils will:

- Be treated individually and as an individual meeting their personal needs.
- Have access to impartial and unbiased careers information, advice and guidance.
- Access employers in school through pre-organised events.
- Be offered any extra help, support or guidance they require.
- Participate in work experience at least once at Thomas Alleyne's High School.
- Have individualised supported by an individual Information, Advice and Guidance (IAG) mentor at key points in the Future Intentions programme.
- Be encouraged to considered aspirational career pathways.
- Encounter with Thomas Alleyne's High School Alumni.
- Have access to an online careers library and regular information via roundup.

Thomas Alleyne's High School's CEIAG provision is centred around Future Intentions Programme which has three stages as follows:

Future Intentions Stage One:

- **Year 9** - Career exploration through year 10 GCSE/BTEC option choices; including interactions with local higher education providers.
- **Year 10** - Employability Skills, work experience and a Future Intentions Day focused on employer engagement and career pathways.

Future Intentions Stage Two:

- **Year 11** – Post-16 options; Education or apprenticeships routes explored.

Future Intentions Stage Three:

- **Sixth Form** – exploration of Post-18 options, work experience, Future Intentions Week and preparing for the world of work.

All pupils and their parents(s)/Carer(s) have access to the Unifrog, careers platform.

Pupils with Special Educational Needs or Disabilities (SEND):

At Thomas Alleyne's High School, we anticipate that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations e.g. Autism Outreach, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities and transition plans into higher education.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND. We are committed to inclusivity to all pupils.

Parents and Carers:

- Parental involvement is encouraged at all stages.
- Parents/Carers will be invited to attend our annual Careers Fair.
- A suitably qualified and/or experienced member of staff will be available to speak to parents via e-mail or phone and will also be available at parent's evenings and open evenings.
- Parents/Carers will be invited to Future Intentions events for example, the year 9 options talk or the Higher Education talk during year 12 Future Intentions week.
- Parents are welcomed to attend careers appointments where appropriate.
- Will have access to regular careers information via roundup.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our Careers Leader **Mrs Emma Young**.

Assessing the impact on pupils:

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages.

Monitoring Review and Evaluations:

- All details of pupils one-to-one interviews, trips and tasters are recorded on year group IAG trackers and where appropriate, pupils have individualised action plans.
- Destinations for pupils in Years 11 and 13 are also recorded and their progress with applications checked and updated.
- Careers guidance is monitored and evaluated on a regular basis throughout the year with key staff and pupils and via appropriate evaluation of activities.
- An Audit of CEIAG provision at Thomas Alleyne's High School is carried out annually to ensure suitable progress is being made. To ensure quality assurance this will be conducted via the CEC COMPASS² tool at designated points in the academic year.
- A CEIAG annual review document is published yearly outlining specific and detailed information about CEIAG work being carried out.

Links to other policies:

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

Monitoring and review:

This policy, the information included, and its implementation will be monitored by the school governors annually.

The next review date is: **May 2024**

² <https://www.careersandenterprise.co.uk/schools-colleges/about-compass>