



Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning Policy

Policy Reviewed: November 2018

Policy Ratified by Governors: January 2019

Policy due for Renewal: November 2019

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Commitment

Wyvern Academy is committed to maximise the potential of the young people under our care, enabling them to progress to the post-16 provider of their choice and ultimately to successful employment. The Academy believes that high quality Careers Education Information Advice and Guidance (CEIAG) is a key element in supporting pupils in their journey to adulthood and making a positive contribution to their community.

Local and National Context

Wyvern Academy will endeavour to meet its commitments under

- ❖ 2011 Education Act <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- ❖ 2017 National Careers strategy: Making the most of everyone's talents and subsequent Statutory Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf
- ❖ Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf
- ❖ Section 42B of the Education Act 1997
https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga_19970044_en.pdf
- ❖ Destinations data: Good practice guide for schools October 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748165/Destinations_good_practice_guide_for_publishing.pdf

and to follow other relevant guidance received from the Department for Education, QCA and OFSTED as it is published. In addition, it will work with other interested parties such as local post-16 training providers, FE colleges, the Careers and Enterprise Company (CEC) and Tees Valley Combined Authority (TVCA) to develop and offer the best curriculum to meet the needs of our young people. It will promote opportunities offered by local post-16 providers impartially and allow access to young people in line with the Wyvern Provider Access Policy.

Wyvern Academy is committed to achieving the Quality in Careers Standard; Investors in Careers as soon as is practical <https://investorincareers.org.uk/> through achieving the eight Gatsby Benchmarks <http://www.gatsby.org.uk/uploads/education/reports/pdf/pamphlet-for-headteachers-and-leaders.pdf>

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. Experiences of workplaces.

7. Encounters with further and higher education.
8. Personal guidance.

and will audit performance against these standards termly using the compass tool.

<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>

Development

This policy for CEIAG was developed through discussions with teaching staff, support staff, student and local partners. It takes account of current best practice and the requirements of national policies, statutory guidance, local post-16 providers and other partners and the curriculum.

This policy will be reviewed in line with Academy procedures.

Links with other policies

This policy for CEIAG supports and is underpinned by the wider work of the Academy, particularly the pastoral support offered to pupils, PSHCE including Equality and Diversity; Special Education Needs and Disabilities; Looked After and Gifted and Talented pupils.

Other related Academy policies include:

- ❖ SEND policy
- ❖ Pupil Premium Strategy
- ❖ Safeguarding policy
- ❖ Provider Access policy
- ❖ PSHCE policy
- ❖ Most Able policy
- ❖ Parent and pupil privacy notice
- ❖ Data retention policy

Objectives

Wyvern aims to prepare pupils to make informed decisions about their future through CEIAG, tailored to the aspirations and needs of the individual. The taught careers programme is designed to meet the needs of pupils at Wyvern Academy, personalised where necessary, to ensure they progress towards achieving their career aims and make a successful transition to the post-16 provider of their choice.

High quality impartial careers advice and guidance is a key element of the Academy's work in

- ❖ Supporting pupils in reaching their full potential, by raising aspirations.
- ❖ Empowering pupils to plan and manage their own future by providing comprehensive information on all options.
- ❖ Promoting equality, diversity, social mobility and challenging stereotypes.
- ❖ Supporting pupils as they work towards sustainable employment and achieving personal and economic wellbeing throughout their lives.

This is supplemented by opportunities facilitated by the Tees Valley Combined Authority, which has the remit to encourage employer engagement with local schools.

Entitlement

Wyvern pupils are entitled to CEIAG which meets the highest professional and ethical standards of practice.

This entitlement is detailed for pupils and parents in an offer booklet, issued annually to pupils and their parents/carers, and a link published on the school website.

Implementation – learning outcomes by year group

Year 7 pupils will:

- ❖ think about the things they like doing and are good at
- ❖ reflect on what they would like to do better in the future
- ❖ identify things that are important to them and what they need to do to achieve them

Year 8 pupils will:

- ❖ investigate different jobs linked to subject areas
- ❖ use Kudos and learn about how the jobs market is changing locally
- ❖ reflect on their skills and qualities

Year 9 pupils will:

- ❖ learn about different qualifications and subjects they can study in key stage 4
- ❖ use Kudos to reflect on their skills and start to plan ahead
- ❖ learn about diversity in the workplace
- ❖ learn how to protect their identity on-line.

Year 10 pupils will:

- ❖ use Kudos to investigate careers
- ❖ learn about the different types of qualifications
- ❖ find out about your options for after they leave school
- ❖ think about what they post on-line and what others might think about it
- ❖ visit at least one local college

Year 11 pupils will:

- ❖ work with college advisers and refine their cv
- ❖ Use Kudos to explore their options
- ❖ find out what local colleges and Universities offer through weekly assemblies
- ❖ learn about apprenticeships
- ❖ apply for colleges and/or apprenticeships
- ❖ attend interviews
- ❖ think about what they post on-line and what others might think about it

In addition, pupils will have the opportunity to take part in appropriate visits and activities organised by a variety of providers.

Responsibilities

The leadership team will:

- ❖ Support the delivery and development of CEIAG across the academy.
- ❖ Encourage faculties to include elements of careers education in their curriculum and clarify the relationship of careers education to other areas of the curriculum.
- ❖ Support staff in delivering activities linked to National Careers Week held in March each year.
- ❖ Provide adequate physical and financial resources for the implementation of the programme, including the services of a Careers Adviser and a TLR payment for the Careers Lead.
- ❖ Monitor the provision of the academy's statutory responsibilities including information provided on the academy website and access to information for year 11 pupils.

The Careers Lead will:

- ❖ Advise SLT and the Governors on policy and approaches to careers and promote support for the programme.
- ❖ Evaluate the effectiveness of the Careers programme termly using Compass <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool> , sharing the results with staff, SLT, Governors and the TVCA Adviser and prepare documentation to allow the Academy to achieve the Careers Standard; Investors in Careers as soon as possible.
- ❖ Lead on the development of the Careers programme identifying, or developing, quality resources that enable staff to deliver the required objectives and outcomes in their lessons.
- ❖ Ensure that the information on the Careers area of the school website is current and accurate and revise the careers offer annually and issue to parents/carers and pupils each September.
- ❖ Work with the Careers Adviser, SENDCO, PSHCE Coordinator and other teaching staff to develop the teaching of careers, within the programme of PSHCE and other lessons.
- ❖ Be responsible for the maintenance of accurate careers records and use the information held about pupils to prioritise activities and resources by need, as well as updating the database of employers who have worked or who offer to work with pupils.
- ❖ Ensure that Careers activities organised in-house run smoothly and deliver the required results, evaluating their success and making any necessary improvements.
- ❖ Develop a programme of assemblies to allow pupils to access information from a variety of sources to enable them to make informed decisions about their future.
- ❖ Organise the annual Careers Evening, held in October and work with other agencies to identify quality learning experiences for pupils.
- ❖ Help to identify staff development needs and organise suitable training.
- ❖ Present Careers updates to staff in briefing sessions at least once every half term, to ensure that all staff are up to date with the latest developments in Careers.
- ❖ Manage the work of the Careers Adviser.
- ❖ Identify any suitable opportunities of benefit to pupils linked to Careers and Work Related Learning and act as link with outside organisations offering such opportunities. Eg. Future Me/NECOP
- ❖ Coordinate the collection of Destination data and ensure it is provided to the Local Authority in a timely manner, highlighting any pupils known to be NEET to enable the September guarantee to be met.

The Careers Adviser will:

- ❖ Work with other members of staff eg. Careers Lead, SENDCO, Year Leaders, Designated Safeguarding Lead (DSL) to achieve the best possible outcomes for pupils.
- ❖ Provide quality one to one impartial advice and guidance to every pupil, whenever significant study or career choices are being made.
- ❖ Keep accurate records using school systems.
- ❖ Attend year 9 Options EPRA and year 10 and 11 Parents evenings, as specified in the SLA

The SENDCO will:

- ❖ Work with the Careers Adviser and Careers Lead to ensure the best possible outcomes for all pupils identified as SEND.
- ❖ Work with the Careers Lead to ensure SEND pupils make a successful transition to the post-16 provider of their choice.

The teaching staff will:

- ❖ Take an active part in delivering the careers elements of the PSHCE programme.
- ❖ Support the work of the Careers Adviser and Career Lead.

Curriculum Delivery

The curriculum will be delivered in a variety of ways; taught sessions, assemblies and workshops, themed weeks, research activities and careers guidance activities.

For 2018-19

Year Group	Term	Lesson title Bold = computer activity	Events and enrichment planned as of Oct 2018
7	3.1	1. All about me 2. Being SMART 3. What animal are you? 4. 10 years time	4 th – 9 th March 2019 National Careers Week
8	2.2	1. Skills and qualities in job adverts 2. My skills 3. Hot jobs and cold jobs 4. Subjects and careers	4 th – 9 th March 2019 National Careers Week
9	2.1 3.1	1. About me 2. Where am I going? 3. Diversity in the workplace – the apprentice 4. Qualifications 5. CIFAS Lesson 1: Understanding fraud 6. CIFAS Lesson 2: Identity fraud and data protection	4 th – 9 th March 2019 National Careers Week EPRA Options evening Options guidance interviews
10	2.1	1. Skills and qualities 2. About me 3. Different qualifications and routes	10 th October Careers Evening 4 th – 9 th March 2019 National Careers Week

	3.1	4. Next steps 5. CIFAS Lesson 3: Money mules 6. CIFAS Lesson 4: Social engineering	
11	1.2 2.2	1. Skills and qualities 2. About me 3. Different qualifications and routes 4. Next steps 5. CIFAS Lesson 3: Money mules 6. CIFAS Lesson 4: Social engineering	10 th October Careers evening Assembly programme CV writing workshops- Bishop Auckland College Application clinic – local colleges Support for potential NEETs – DWP Support for Apprenticeship candidates TVLPN 4 th – 9 th March 2019 National Careers Week University myth busting workshop - for More Able learners- Bishop Auckland College Transition mentoring programme

Additional activities will be added to the calendar as they arise.

Staff Development

All staff delivering the CEIAG programme are entitled to training and support to enable them to discharge their responsibilities to a high standard. Staff should make their individual training needs known to the Careers Lead, who is responsible for organizing any necessary training and support. Half-termly briefings by the Careers are used to ensure staff are informed about relevant developments in Careers.

Partnerships / Service Level Agreements

We work in partnership with a wide variety of post-16 providers, local universities and other local schools through the CEIAG network meetings.

A memorandum of understanding (MOU) exists between Wyvern Academy and Tees Valley Combined Authority which outlines the roles and responsibility of each party. This will be reviewed annually. Independent Careers Guidance is provided by CareerWave, for which a Service Level agreement is in place. This will be reviewed annually.

We work closely with the Local Authority to identify potentially NEET pupils, raising an EHA as necessary to allow pupils to access support and enable the Local Authority to meet its obligations under the “September Guarantee”.

Work Related Learning and Business Links

The Academy uses the services of a Careers & Enterprise Coordinator from Tees Valley Combined Authority to develop links with local employers. For 2018-19 there will be at least one pilot project where a curriculum area works with a local employer to enrich pupil learning. This may involve pupils visiting the workplace as well as employers leading school-based activities.

In 2018-19 there will be no Universal Work Experience programme. Pupils are encouraged and supported to organise their own Work Experience, in conjunction with their parents/carers, if they wish to. A decision about running a Work Experience week in 2019-20 for all pupils in year 10 will be made in the Summer term 2019.

Resources

Funding for careers is allocated in the annual budget process. Funds will be prioritised annually in support of core activities and/or to support the objectives identified in the Academy Self Evaluation Document.

Monitor / Review and Evaluation

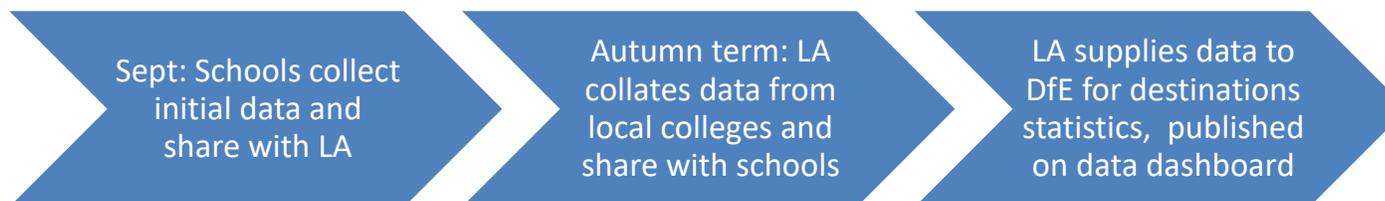
The taught elements of the careers education programme are reviewed annually and updated, ready for the start of the new academic year.

The effectiveness of the Careers programme is reviewed termly using Compass

<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool> , and the results shared with staff, SLT, Governors and the TVCA Adviser.

Destination Data

It is considered good practice to track pupil's destinations after they leave, both to evaluate the effectiveness of the Guidance programme and ensure that the LA obligations for the "September Guarantee" are met. Destinations data: Good practice guide for schools October 2018 sets out how this should be done.



Whilst this process generates some useful statistics, the primary purpose of this process is to identify pupils who are NEET and refer them to a suitable post-16 provider through the Early Help Assessment (EHA) scheme.

To meet the requirements of GDPR

- ❖ Data sharing agreements are in place with a number of local colleges. These will be reviewed and renewed annually by our Data Controller.
- ❖ Consent is needed from pupils to collect their data once they have left. Appendix A shows a Data Collection form to be used in 2019.

Any data collected is stored securely using school systems, in line with school policies.

A summary of destination information will be published on the school website annually.



Appendix A

Data Consent Form

In order to check how you are getting on, we need your agreement to share information that identifies you and what you have gone on to do.

We already do this as a requirement of the Education and Skills Act 2008, until you are aged 16. We need to check you are happy for us to continue.

We may also need to contact you if we are unsure how you are doing in your education or employment. Any contact will take no more than 5 minutes.

Data collected by us, and the local authority, will be stored securely so that we can evaluate the careers support we provide. <http://wyvernacademy.org/index.php/about-us/data-protection-gdpr/>

The data we collect will be:

- your course/job title;
- institution/employer name;
- level of study;
- start date;
- duration of course/apprenticeship/placement.

Your data will always be kept in strictest confidence and your personal details will always remain private.

Please provide up to date contact information

Name	
Address	
Email	
Telephone number	

[Continues on the next page]



What are you intending to do after leaving school / college? (fill in all that apply)

1. Go to College or Sixth Form

First choice

Name of college	
Course/subjects(s)	

Second choice

Name of college	
Course/subjects(s)	

2. I have an apprenticeship

Name of employer	
Area of work	

3. I have a job

Name of employer	
Area of work	

4. Something else

Please give details	
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I consent to the data above being shared between Wyvern Academy and the local authority in order to review my progress and improve careers guidance and support.

I also agree to being contacted by Wyvern Academy for the reasons set out above. I understand that I should contact the Academy after I leave for information about my post-16 options if I need to.

Signature : _____

Date: _____