

## Careers Education, Information, Advice and Guidance Policy

### Contents

- 1.0 Academy Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 Academy Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

Appendix 1	Summary of the Gatsby Benchmarks
Appendix 2	WMG Academy for Young Engineers (Solihull) Careers Charter
Appendix 3	Arrangements for Provider Access

### **Linked Documents**

*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'*. DFE, January 2018

Adopted by the Governing Body:

Compliance Check:

Review Period:

Review Date:

## **Careers Education, Information, Advice and Guidance Policy**

### **1.0 Academy Vision**

1.1 The WMG Academy for Young Engineers Solihull drives a 'business-like, business-led' ethos to prepare our students to successfully meet the demands of the ever-changing world of work. It is paramount to maximise opportunities for students in order to raise career aspirations and for them to lead happy and productive lives beyond the academy.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

### **2.0 Policy Scope**

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

2.2 The policy also applies to Year 11 and Year 13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in the academy regularly and attending lessons in July and August of Year 11 and Year 13, the policy is still applicable.

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

2.4 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

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 10 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all Year Groups and these events will impact upon all students at the academy.

2.7 All members of staff at WMG Academy for Young Engineers Solihull 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 the Careers Advisor or Careers Leader.

2.8 It is important therefore that students leave school 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.

### **3.0 Objectives:**

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the academy receive a stable careers programme.
- 3.1.2 To enable all students to learn from information provided by the career and labour market.
- 3.1.3 The CEIAG programme should be individual and address the needs of each student.
- 3.1.4 To link the curriculum learning to careers learning.
- 3.1.5 To provide students with a series of encounters with employers and employees.
- 3.1.6 To support students with experiences of workplace(s).
- 3.1.7 To ensure that students have a series of encounters with further and higher education.
- 3.1.8 To provide each student with the opportunity to receive personal guidance.

### **4.0 Academy Responsibilities**

4.1 The academy has a series of statutory duties:

- 4.1.1 All registered students at the academy must receive independent careers advice in Years 10 to 13.
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- 4.1.3 This advice must cover a range of education or training options.
- 4.1.4 This guidance must be in the best interests of the student.
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 10 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- 4.1.6 The academy must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published.

4.2 The academy 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.

4.3 WMG Academy for Young Engineers Solihull 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 pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The academy 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 academy (eg. Ofsted)

## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the Academy 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:

5.1.1 Based on the eight Gatsby Benchmarks.

5.1.2 Meeting the academy's legal requirements.

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 10 – 13.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## **6.0 Provider Access**

6.1 Introduction - This policy statement sets out the arrangements for managing the access of providers to students at WMG Academy Trust for the purpose of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

6.2 All students at the WMG Academy Trust are entitled:

6.2.1 to 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;

- 6.2.2 to 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;
- 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the academy in order to gain access to pupils and/or parents to inform them about further opportunities.
- 6.4 The academy will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **7.0 Monitoring, Evaluation and Review**

- 7.1 The Headteacher will ensure that:
  - 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored
  - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
  - 7.2.1 Feedback from stakeholders through mechanisms such as Google Forms and parental surveys;
  - 7.2.2 Feedback from external visitors to the academy such as Ofsted;
- 7.3 The Governors of WMG Academy for Young Engineers Solihull will review this policy every three years.

## Appendix 1- Summary of the Gatsby Benchmarks

<b>1. A stable careers programme</b>	<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 school should have a stable, 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 school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	<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 age of 14, all pupils 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>
<b>3. Addressing the needs of each student</b>	<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 school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with employers and employees</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>

<p><b>6. Experiences of workplaces</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<p><b>7. Encounters with further and higher education</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<p><b>8. Personal guidance</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## Appendix 2- WMG Academy for Young Engineers (Solihull) Careers Charter

<p><b>Key Stage 4- Posters around academy for career opportunities, curriculum and career links, apprenticeship types as well as posts on Google Classroom. Career lessons delivered as part of PSHE programme. Employer engagement opportunities through guest assemblies and workshops.</b></p>	
<p><b>Year 10</b>  Support in applying for Work Experience  What is Higher Education? (Presentation by University Representatives)  Assemblies: starting your CV, applying for work experience and virtual placements.  World Skills Show @ NEC  Big Bang Fair @ NEC</p>	<p><b>Year 11</b>  Post-16 Options and Labour Market  National Citizens Service Summer Scheme  Careers Fair at WMG Academy  Assembly: How to write a CV  Open Days for colleges and Sixth Forms posted on Google Classrooms and atrium.</p>
<p><b>Key Stage 5- Posters around academy for career opportunities, curriculum and career links, apprenticeship types as well as posts on Google Classroom. Career lessons delivered as part of PSHE programme. Employer engagement opportunities through guest assemblies and workshops.</b></p>	
<p><b>Year 12</b>  What is Higher Education? (Presentation by University Representatives)  Writing a UCAS Personal Statement (presented by University Representative)  Careers Fair at WMG Academy  Assemblies: How to write a CV, Signing up for a UCAS Hub Account for University and Apprenticeships, Applying for work experience and virtual placements.  Warwick Scholars Scheme  Open Days for post-18 options posted on Google Classrooms and atrium.  Workshop: Royal Aeronautical Society- Overview of the Aerospace &amp; Aviation Landscape in the UK, Future trends and innovations, Employability Skills for Aviation and Apprenticeships, Uni route and direct entry roles.</p>	<p><b>Year 13</b>  Careers Fair at WMG Academy  UCAS Support  Application support for employment and apprenticeships  Student Finance at University (Presentation by University Representatives)  Assembly: How to write a CV and cover letter.  Open Days for post-18 options posted on Google Classrooms and atrium.  Mock Interviews conducted by employers.</p>



## **Appendix 3- Arrangements for Provider Access**

### **1. Introduction**

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

### **2. Learner entitlement**

2.1 All students at the WMG Academy for Young Engineers (Solihull) are entitled:

2.1.1 to 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;

2.1.2 to 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;

2.1.3 to understand how to make applications for the full range of academic and technical courses.

### **3. Management of provider access requests:**

3.1 A number of events, integrated into the careers programme, will offer providers an opportunity to come into the academy to speak to students and/or their parents/carers.

3.2 Requests should be made through reception who will pass them onto the Careers Leader, Mrs Archer [r.archer@wmgacademy.org.uk](mailto:r.archer@wmgacademy.org.uk) who will organise an appropriate venue to the activity within the academy.

3.3 The academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

3.4 Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception which will be placed in the Learning Resource Centre of the academy.

### **4. Monitoring and Evaluation**

4.1 The Executive Principal will monitor the operation and effectiveness of the Policy Statement on Provider Access and report to the Trust Board accordingly.

4.2 This policy will be kept under review in order to keep it in line with relevant legislation and modifications authorised in line with the authorisation and issue process as set out below. It will be subject to regular review by the Governors.