CEIAG Policy
(Careers Education Information and Guidance)

Approved by Governors: Autumn 2018
Review Date: Autumn 2021
Person Responsible: SLT Link for CEIAG – Paul Fleming
**Policy Aims**

- To provide all Sedgefield Community College students with support and professional guidance to allow them to make informed choices about the full range of options that are available to them and that will then ultimately lead to appropriate full time employment.
- To ensure that Sedgefield Community College students develop the necessary skills, knowledge and awareness of the working world that will enable them to pursue their chosen route to further education and employment in a career choice which meets their aspirations and allows them the opportunity to fulfil their potential.

At SCC, we are committed to ensuring high quality CEIAG for all of our students. We would identify that our CEIAG programme comprises three key elements and these are:

- **Careers Education** – comprising both careers lessons and careers events.
- **Links with other providers and employers** – developing meaningful partnerships that support our aims.
- **Information and Guidance** – providing high quality IAG to all students in a structured manner that meets the needs of all individuals.

In order to ensure that we are able to meet the needs of our students in relation to each of these elements, our programme of CEIAG is underpinned by the following principles:

**Careers Education**

1. High quality careers education lessons will take place for all students that will address the four areas listed below:
   
   - **Careers Knowledge**: students having knowledge of crucial concepts linked to careers including the nature of different qualifications and courses, the entry requirements of different careers, etc. *This area would link to the concept of ‘Careers Exploration’.*
   
   - **Careers Aspiration**: students will be made aware of the full range of options that are available to them and to be encouraged to be ambitious in relation to these. *This area would link to the concept of ‘Self-Awareness’ and ‘Employability Skills and Career Management’.*
   
   - **Careers Skills**: our lessons will help students to develop the skills that they will need to enable them to be successful in pursuing their chosen career(s) in the future. *This area would link to the concept of ‘Employability Skills and Career Management’.*
   
   - **Careers Qualities**: our careers lesson programme will help students to develop the personal qualities that are valued by employers and which will help them to succeed. *This area would links to the concepts of ‘Decision Making’ and ‘Self-Awareness’.*

2. Our careers lessons will always be part of a coherent programme. There will be progression across Y7 to Y11 lessons that is appropriate for all students. Where additional careers events and activities take place, these will be linked to the overall programme of careers lessons and never stand alone.

3. Where SCC staff are delivering careers lessons, we will ensure that they are supported to deliver high quality lessons that meet the needs of our students. Teaching materials provided will be of excellent quality and will have been designed with the nature of the teaching delivery team in mind.
4. Where we do use external expertise to support our programme of careers education, we will recognise the responsibility for quality assurance of this remains with SCC and ensure that our own high standards are always met.

5. Our programme of CEIAG will be under a process of regular review to ensure that it always remains appropriate to the needs of all of our students. This review process involves accessing the views of all concerned with careers education and notably our students, as well as ensuring current best practice guidance about careers education is reflected in the programme.

**Links with other providers and employers**

1. We are committed to building excellent relationships with a wide range of partners that will support the careers education lessons and overarching CEIAG programme of our students and enable them to make excellent choices regarding their future career plans.

2. As a school, we will be pro-active in developing positive working relationships with local education and training providers that are underpinned by the following principles:
   - **Impartiality**: we will work with all education or training providers that we recognise may be appropriate to best meeting the needs of our students. We will not ‘promote’ any institution over others and will protect our students from any attempts at a ‘hard sell’ approach.
   - **High Quality**: we will protect the best interests of SCC students by taking all reasonable steps to ensure that any provider we work with is of high quality and will support our students to achieve success.
   - **Specific**: we recognise that our students have a wide range of different needs and we will therefore ensure that we are meeting the needs of all of our students in the partner links that we establish and that we then direct students to appropriate providers that meet their needs.

3. We recognise that meaningful links with employers are an important element of CEIAG and that we need to provide our students with opportunities to meet with real employers as part of their overall programme. In securing these links, we will adhere to the following principles:
   - We will access the expertise of groups such as Durham Education Business Partnership and the North-East LEP to support us in making these high quality links.
   - We will prioritise those links that can become part of our coherent overarching CEIAG programme, but will still take advantage of specific opportunities when they arise.
   - We will be pro-active in sourcing opportunities for our students to engage meaningfully with employers and notably in the STEM field to support our students in recognising the opportunities that exist in this sector.

*Please see Appendix A for details of our ‘Policy Statement on Provider Access’.*

**Information and Guidance**

1. We are committed to securing genuinely impartial information and guidance for students that includes face to face meetings with a careers advisor and this is underpinned by the following principles:
• **Accredited**: all of our students (throughout their time at the school) must have access to face to face meetings with an independent careers advisor who has been accredited as such. Where we use careers advisors provided by other institutions or bodies to meet this need, it is the role of SCC to ensure quality assurance takes place.

• **Clear Process**: the communication of how students can access a face to face meeting with a careers advisor needs to be clear, straightforward and communicated effectively to all. All students in Y11 will have a minimum of one meeting with a careers advisor during their final year at the school.

2. To support our students and meet their needs relating to IAG, we will ensure high quality tracking and monitoring processes are in place. These processes will ensure tracking and monitoring of students that is appropriate to their age takes place throughout their time at the school. Using this information, we will be pro-active in ensuring all students who require a more personalised level of IAG support do receive this.

3. We recognise that in the modern world, the availability of high quality IAG information online is essential and something that our students, their parents and our staff expect. With this in mind, we will ensure that this information is available to all groups via the school’s Learning Platform. As well as this, we will make sure that these online materials are reviewed regularly and are effectively promoted to all.

**Meeting Our Statutory Duties around CEIAG**

As a school, we are fully aware of our statutory duties in relation to CEIAG and are confident that our policy reflects our practice in meeting these. With reference to the DFE publication, ‘Careers Guidance and Inspiration in Schools – April 2017’, the following points should be explicitly made:

• We ensure our students enjoy ‘a rich provision of classroom and extra-curricular activities’ that develop the characteristics students require for careers success. As a school, we use the 16 Habits of Mind to support us in this area.

• We ensure that all of our students have access to high quality careers guidance through an effective ‘strategy’ that runs from Y7 to Y11 and is clearly understood by all key parties in the school. All students can access high quality ‘independent careers guidance’ and our internal tracking processes ensure that all students who require more specific support receive it. The school has robust processes in place to ensure the guidance provided is ‘impartial’ and reflects the full range of ‘education or training options, including apprenticeships and other vocational pathways’.

• We recognise the benefit of high quality ‘real-life contacts with the world of work’ and have developed a number of these. Furthermore, we continue to work towards increasing the breadth and quality of these links to the world of work.
### Roles and Responsibilities

In order to support us in ensuring the highest possible standards of CEIAG, the following are the key roles and responsibilities for staff at SCC:

<table>
<thead>
<tr>
<th>Role</th>
<th>Member of Staff in Post as of Sep 18</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLT link with responsibility for CEIAG (Careers Leader)</td>
<td>FLM</td>
<td>The member of SLT will have overall responsibility for the strategic direction of the CEIAG programme at SCC and for the overarching quality assurance of the programme that is delivered. Whilst there are a number of staff with responsibilities relating to careers in the school, FLM is the designated ‘Careers Leader’.</td>
</tr>
<tr>
<td>Careers Coordinator</td>
<td>AMG</td>
<td>Day to day responsibility for key elements of careers events and activities that take place at SCC. This role includes the organisation of careers events, coordinator of our programme of IAG and tracking of intended student destinations.</td>
</tr>
<tr>
<td>SMSC Coordinator</td>
<td>KID</td>
<td>Responsibility for the implementation of the agreed programme of Careers Education lessons that are part of the school’s SMSC programme of lessons.</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>Tracey Walters</td>
<td>As a level 6 accredited careers advisor, TW plays a crucial role in providing impartial careers guidance to students and staff at SCC. Tracey is employed by CareerWave and the school has entered into an SLA with the company to secure required careers advisor time.</td>
</tr>
<tr>
<td>SENCO</td>
<td>MGN</td>
<td>A key role in supporting those students on the SEN register with their future career plans, working closely with the school Careers Coordinator.</td>
</tr>
<tr>
<td>Heads of Year</td>
<td>Various</td>
<td>A key role in supporting the programme of IAG for students in their cohort, working closely with the Careers Coordinator in order to do so. A key element of the role will be the identification of students who our monitoring indicates are potentially in danger of one day becoming a ‘NEET’ and planning to support them in avoiding this.</td>
</tr>
<tr>
<td>School Governor with responsibility for CEIAG</td>
<td>Sue Hannan</td>
<td>Quality assurance of all elements of the CEIAG programme offered at SCC, identifying the extent to which the programme meets our policy aims and acting as a critical friend to support further development.</td>
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Appendix A:

Sedgefield Community College – Policy Statement on Provider Access

Please note that the information included in this policy statement should be considered in the context of the school’s wider CEIAG Policy.

Introduction

This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider’s education of training offer. This complies with the school’s legal obligation under Section 42B of the Education Act 1997 and takes into account the amendments made to this act as a consequence of the Technical and Further Education Act 2017.

Student entitlement

We recognise that students in years 8-13 are entitled:

- 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.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through a variety of appropriate processes.
- To understand how to make applications for the full range of academic and technical courses.

Principles of impartial and high quality CEIAG for SCC students

1. We are committed to building excellent relationships with a wide range of partners that will support the careers education lessons and overarching CEIAG programme of our students and enable them to make excellent choices regarding their future career plans.

2. As a school, we will be pro-active in developing positive working relationships with local education and training providers that are underpinned by the following principles:

   - **Impartiality**: we will work with all education or training providers that we recognise may be appropriate to best meeting the needs of our students. We will not ‘promote’ any institution over others and will protect our students from any attempts at a ‘hard sell’ approach.
   - **High Quality**: we will protect the best interests of SCC students by taking all reasonable steps to ensure that any provider we work with is of high quality and will support our students to achieve success.
   - **Specific**: we recognise that our students have a wide range of different needs and we will therefore ensure that we are meeting the needs of all of our students in the partner links that we establish and that we then direct students to appropriate providers that meet their needs.
3. We recognise that meaningful links with employers are an important element of CEIAG and that we need to provide our students with opportunities to meet with real employers as part of their overall programme. In securing these links, we will adhere to the following principles:

- We will access the expertise of groups such as Durham Education Business Partnership and the North-East LEP to support us in making these high quality links.
- We will prioritise those links that can become part of our coherent overarching CEIAG programme, but will still take advantage of specific opportunities when they arise.
- We will be pro-active in sourcing opportunities for our students to engage meaningfully with employers and notably in the STEM field to support our students in recognising the opportunities that exist in this sector.

Management of education / training provider access requests
In the first instance, a provider wishing to request access should contact Mr Anthony Armstrong, our school Careers Coordinator (a.armstrong@sedgefield.cc). Where appropriate, this request may be forwarded to Mr Paul Fleming, Deputy Headteacher and Careers Leader with responsibility for CEIAG, (p.fleming@sedgefield.cc) who would then respond to the provider.

Opportunities for access
The key opportunity for local education / training providers to access both students and parents is through our annual Post 16 Options Event that takes place in the autumn term of each academic year:

- This is a major event that is an integral part of the school CEIAG calendar and is traditionally attended by in excess of 20 different providers, demonstrating the school’s commitment to affording our students the opportunity to hear about the full range of opportunities that are available to them.
- During the course of the event, all Y9, Y10 and Y11 students attend and parents also have the opportunity to do so.

In addition to these opportunities for access, other processes that are in place include:

- The school operates its own detailed site with information relating to CEIAG within the school’s learning platform and we are happy to publicise information from providers here, including website links and details of upcoming events. This CEIAG site is available to both students and parents.
- The school does support students to gain direct experience of other providers. In order to reduce the impact on the learning of students, arrangements are often made to enable students the opportunity to undertake taster sessions at providers outside of curriculum time. Where there is significant student interest, there are also instances when such experiences are arranged during curriculum time.
- For each provider, we are happy to discuss and arrange other more specific opportunities if this is appropriate and the other processes in place are not deemed to be sufficient.

Please note that our opportunities for provider access are informed by the principles of impartial and high quality CEIAG outlined earlier in this document and in practice this means:

- We do not arrange for specific providers to deliver assemblies to all students, where students have no opportunity other than to attend the event – no one specific provider is appropriate for all students. The Post 16 Options Event referred to earlier in the policy statement gives all students and parents the
opportunity to meet and discuss with any provider that they wish to. However, we do provide assemblies to all students that outline the range of opportunities available to them.

- We do expect all providers who work with the school to recognise that no one provider is right for all students. Their actions at all times must prioritise what is in the best interests of SCC students and never resort to a ‘hard sell’ approach, promoting a route to children that is not appropriate to their specific needs.

**Approval and review**

As indicated at the start of the document, this policy statement should be viewed in conjunction with the CEIAG Policy and as such, will be subject to review following the same schedule as the actual policy document.