



Hayle Academy

CEIAG Policy



School Name: Hayle Academy

Dissemination: Website and staff share

Date policy to be approved by Governors: TBC

Date policy becomes effective: Immediately

Review date: October 2023

Person responsible for Implementation and Monitoring: Careers Lead Teacher & Head of School

INTRODUCTION

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

The governing body recognise that we have a responsibility to ensure all pupils at the school are provided with independent careers guidance from years 7 – 11. They have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance.

We have the highest expectation of our students and their potential. We recognise that Careers Education, Information, Advice and Guidance (CEIAG) makes a significant contribution to preparing our students to take their place as suitably qualified and responsible adults within society, who can make informed choices and achieve personal and economic wellbeing throughout their lives. It is with this objective that our CEIAG programme has been developed, alongside reference to the recommended 8 Gatsby benchmarks.

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3 & 4. The policy also applies to Year 11 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 school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

All members of staff at Hayle Academy 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 Lead.

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 development that this policy will contribute.

1. STUDENT ENTITLEMENT

All students in Years 7-11 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 options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Hayle Academy will evaluate the impact of our careers programme by completing student surveys and analysing destinations data in line with activities that students have taken part in. The views of other stakeholders will also be taken into account after key events.

2. MANAGEMENT OF PROVIDER ACCESS REQUESTS

2.1 Procedure

A provider wishing to request access should contact R Wilson, Careers Lead

Telephone: 01736 753009 email: Rebecca.wilson@hayleacademy.net.

Please see a copy of the Provider Access Policy (Appendix 3)

2.2 Opportunities for Access

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

2.3 Premises and Facilities

The school will provide a suitable venue for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school where they will be available for students in the careers office and the school library.

2.4 Management and Staffing

Hayle Academy has a designated Careers Coordinator (Rebecca Wilson) and commissions an independent careers advisor, who comes into school weekly to conduct group and individual careers meetings. Hayle Academy also works with Next Steps South West, Careers hub CioS and the Careers and Enterprise Company. All staff are expected to play a role in helping students to make well informed realistic decisions about future study and employment.

Section 3 - The Careers Programme

3.1 Careers Provision

The careers programme includes; careers education sessions, career guidance activities (group work and individual interviews), information and research activities and work-related learning. Careers lessons are part of the school's Global Values curriculum and tutor time programme.

The programme is provided to students through:

- The Global Values curriculum via specific lessons
- Tutor group activities (Global Matters)
- Careers interviews with Sharon Harrison (Careers Advisor)
- Careers presentations during assemblies e.g. college and employer presentations
- Off timetable Careers events with employers
- Guest speakers and volunteers supporting lessons
- Next Steps South West funded provision/events
- Enterprise Advisor Network support at events
- Attendance at Careers Fair/skills shows and local college/universities
- Apprenticeship talks
- Work experience programme.

3.2 Staff Development

At Hayle Academy, whole staff training sessions are delivered by the Careers Coordinator or external providers where necessary as part of the INSET programme to ensure staff are aware of requirements regarding careers provision in teaching and learning. All staff are able to request specific CPL activities regarding CEIAG.

3.3 External Partnerships

Hayle Academy works with the following organisations:

- A range of local university and colleges e.g. Truro and Penwith College
- A range of employers sourced through Future First and the Enterprise Advisor Network
- Careers South West
- Next Steps South West
- Speakers for Schools
- Enterprise Advisor Network

We actively engage with external providers and continue to develop new links.

3.4 Resources

Hayle Academy has a space in the school library dedicated to Careers related materials. These are audited annually by the Careers Advisor and Librarian to ensure that materials are accessible, relevant and accurate. There is a careers office which is where the careers advisor is based and careers meetings take place. There are 4 dedicated iPads available for students to use during careers meetings. During Careers lessons in Global Values curriculum time, students have access to computers and the Internet where required. IPAD's or laptops can be booked for lessons where required.

3.5 Parents and Carers

Careers information is provided on the school website, linking also to external sources of information. The Careers Advisor is available for parents to meet at all parent evenings/events and Year 9 options evening. Parents are communicated to regarding careers updates through letters and social media.

3.6 Equality and Diversity

Students who are statemented or Pupil Premium receive further support from the Careers Advisor or Careers South West. Selected individuals in Year 9 participate in extended Next Steps South West Careers events and activities. The inclusive approach includes access to guidance for all students when they need it.

Status of the Policy

This policy does not form part of the formal contract of employment, but it is a condition of employment that employees will abide by the rules and policies made by the School and Trust. Failures to comply with this policy may therefore result in disciplinary actions.

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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>	<p>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. 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. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<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>	<p>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. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<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 school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</p>	<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>	<p>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.</p>

<p>5.Encounters with employers and employees</p>	<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>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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>6.Experiences of workplaces</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>	<p>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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7.Encounters with further and higher education</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>	<p>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. 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8.Personal guidance</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>	<p>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.</p>

3. Provider Access Policy



Hayle Academy

CEIAG (Careers) Provider Access Policy Statement



School Name: Hayle Academy

Dissemination: Website and staff share

Date policy to be approved by Governors: TBC

Date policy becomes effective: Immediately

Last reviewed on: 17th September 2021

Review date: March 2023

Person responsible for implementation and monitoring: Head of School

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1.-Introduction ¶

This policy statement sets out Hayle Academy's arrangements for managing the access of post-16 providers to all year groups, to enable students to make fully informed rational education and career pathway decisions. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

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2.-Student Entitlement ¶

All students in years 8-11 are entitled:

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- To find out about technical education qualifications and apprenticeship 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 options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

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3.-Management of Provider Access Requests ¶

Any provider wishing to request access should contact:

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- Rebecca Wilson – Careers Lead Teacher
- Telephone: 01736 753009

• Email: rebecca.wilson@hayleacademy.net

All requests for access will be assessed for their suitability with regards to linking with the academy plan for CEIAG, appropriate timescales and relevant safeguarding checks being undertaken.

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4.- Access Opportunities – Events ¶

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

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5.-Premises and Facilities ¶

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader who will ensure it is displayed appropriately and made available to the relevant students.

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