

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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Introduction

Creative Education Trust believes that all our pupils deserve the best start in life. We are ambitious for every child to become an educated, confident, active, and responsible citizen. Whether going on to university, securing an apprenticeship or entering the workplace, we want every young person who leaves a Creative Education Trust school to have real choices. That is why, as well as academic excellence, we seek to provide the best possible careers education, support, and guidance, as well as unique extra-curricular opportunities for every pupil to discover what they're good at and where their passions lie.

Creative Education Trust schools aim to equip all their pupils with the skills, knowledge, confidence and understanding to support their lifelong learning and chosen career path.

The Careers, Education, Information, Advice and Guidance policy supports and is underpinned by each school's policies for Teaching and Learning, Assessment, SEND, SMSC and Behaviour for Learning, and by the School Improvement Plan.

Policy scope

This policy covers Careers Education, Information, Advice and Guidance given to pupils in years 7-13. The policy has been reviewed in line with recent guidance from the Department for Education, including the guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (DfE, updated January 2023).

This policy accepts the 8 Gatsby benchmarks (outlined in Appendix 1) as set out in the DfE guidance.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff in Creative Education Trust schools are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor.

It is important for pupils to leave Creative Education Trust schools aware of themselves, what they enjoy and what they're good at. They should be aware of the opportunities available to them after school and be prepared for the transition from full time education to the world of work.

Statutory requirements and expectations

Creative Education Trust schools are committed to fulfilling their statutory duties in relation to CEIAG. Statutory duties include:

- All registered pupils at the school must receive independent careers advice in Years 7-13 which meets national guidelines for good practice, preparing pupils for their futures.
- Careers advice must be represented in an impartial manner, showing no bias towards a technical or academic route.
- Guidance must be in the best interests of each pupil.
- Schools must provide opportunities for a range of education and training providers to access pupils in years 7-13 to inform them about approved technical education qualifications and apprenticeships. Our schools will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, including:
 - Two encounters for pupils during years 8-9 that are mandatory for all pupils to attend.
 - Two encounters for pupils during years 10 or 11 that are mandatory for all pupils to attend.
 - Two encounters for pupils during years 12 or 13 that are mandatory for the school to put on but optional for pupils to attend.
- All schools must have a clear policy setting out the manner in which providers will be given access to pupils (Please see Provider Access Policy Statement).
- Schools must publish information on their careers programme and Provider Access Policy on their website.
- The careers programme must raise aspirations, challenge stereotypes, and support social mobility by improving opportunities for young people.
- Creative Education Trust schools will continuously monitor their Careers Education, Information, Advice and Guidance offer and seek further

improvement, as outlined under 'Monitoring, Evaluation, and Reporting'.

Roles and Responsibilities

Ash Green School's senior leadership team is responsible for ensuring that careers have an uncompromised profile in the curriculum, and that the school's careers leader or adviser, who is a Level 6+ qualified careers professional, is enabled and resourced to meet the statutory requirements for CEIAG.

Ash Green School's careers leader is responsible for the school's strategy for meeting the objectives and statutory duties outlined above, the delivery of them to every child, and the evaluation of each element according to criteria agreed with the responsible SLT member. The careers leader will ensure that the school's careers programme:

- Is based on the eight Gatsby benchmarks
- Meets statutory guidance

Ash Green School also employs a career advisor, trained to level 7, who provides personal guidance to pupils in areas such as labour market information, career pathways, progression routes, developing goals and making decisions.

It is recommended that, where possible, the school's Academic Improvement Board's or Academy Council retains a link member for Careers, responsible for supporting careers as a strategic priority in the school's Improvement Plan, and for assisting schools to access local business networks and employers. This role is intended to ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

Creative Education Trust's central Programmes team complements schools' statutory provision by organising cross-Trust events, competitions and other activities that expose pupils further to the world of work, providing opportunities for pupils to discover what they enjoy and what they are good at. In partnership with schools, the Programmes team have designed an employability journey and employability resources (including workbooks and teacher notes) to support careers education in schools.

Funding and resourcing

Funding for CEIAG, sufficient to deliver the list of entitlements above, is allocated in every Creative Education school's budget. Creative Education Trust schools are encouraged to explore additional sources of external funding or services in kind from local businesses and employers.

Where potential economies of scale are realised in procuring external provision on behalf of several schools, the Programmes team negotiate contracts and quality assess the performance of external providers using evaluation data supplied by each school's Careers Leader or Adviser.

Schools are expected to allocate a reasonable portion of their budget towards participation in the cross-Trust events, competitions and other activities organised by the central Programmes team. These activities are subsidised by a central budget for Programmes.

Support agencies and providers

On behalf of its member schools, Creative Education Trust has an annual agreement with the following services: Future First to manage the electronic platform for the alumni network and deliver careers events in schools; and destinations platform Unifrog to support pupils' decision making. Schools are expected to make full use of these subscriptions to ensure they are of benefit to pupils and their career decisions.

Parents and Carers

Creative Education Trust recognises the important role that parents and carers have in their child's career development. Parental or carer involvement is encouraged at all stages. Parents are welcome to attend careers appointments where appropriate.

Monitoring, Evaluation and Reporting

The implementation of the careers programme will be monitored by Directors of Creative Education Trust through their line management of senior school leaders.

The school Headteacher/Principal will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The effectiveness of this policy will be measured in a variety of ways:
 - Feedback from stakeholders through mechanisms such as pupil and parent surveys
 - Feedback from external visitors to the school such as Ofsted
 - the number of pupils who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

Date approved: September 2024

Date of next review: July 2025

Appendix 1: The Gatsby benchmarks

1.A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, and employers.
2.Learning from career and labour market information	Every pupil, 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.
3.Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4.Linking curriculum learning to careers	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.
5.Encounters with employers and employees	Every pupil 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.
6.Experiences of workplaces	Every pupil 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 to expand their networks.
7.Encounters with further and higher education	All pupils 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.
8.Personal guidance	Every pupil should have opportunities for guidance interviews with a Careers 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.

Appendix 2: Insert overview of school’s planned careers activities for years 7-13



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Key Stage	Key Stage 3 – Explore	Key Stage 4 – Experience	Key Stage 5 - Establish
Careers Checkpoints	Wave 1 – KS3	Wave 2 – KS4	Wave 3 – KS5
Career Portfolio	UniFrog	UniFrog	UniFrog
Future Skills	Tutor time weekly activity: Learning for the future. A mapped programme of activities supported through the use of Unifrog resources delivered weekly by tutor PSHE Careers focused topics	Tutor time weekly activity: Learning for the future. A mapped programme of activities supported through the use of Unifrog resources delivered weekly by tutor Year 10 Work Experience week beginning 13 th June for one week PSHE Careers focused topics	Year 12 Work Experience week beginning 13 th June for one week PSHE Careers focused topics
Planned Assembly Topics	National Apprenticeship Week (wb 10.2.25) National Careers Week (wb 3.3.24)	National Apprenticeship Week (wb 10.2.25) National Careers Week (wb 3.3.24)	National Apprenticeship Week (wb 10.2.25) National Careers Week (wb 3.3.24)
Trips	Trips and Visits with networking and experiential opportunities through curriculum areas Students on Future Grads Programme through Coventry University attend University Campus in years 7 and 8; two day residential to CU Scarborough in year 9	National Apprenticeships Show January 2025 Think Higher Programme Opportunities Students on Future Grads Programme through Coventry University attend University Campus in year 10 completing the Future Pathways programme	What Careers Live Friday 1 st March 2023 (Y12) Students on Future Grads Programme through Coventry University attend University Campus in year 12
Employer Encounters	PSHE whole cohort assembly sessions delivered by employers and industry experts mapped in each term eg; Loudmouth Theatre Sept 24; MHST Oct 24; Warwickshire Fire service Nov 24; Loudmouth Theatre Nov 24; Warwickshire Police Nov 23 Trips and Visits with networking and experiential opportunities through curriculum areas	PSHE whole cohort assembly sessions delivered by employers and industry experts mapped in each term eg; Loudmouth Theatre Sept 24; MHST Oct 24; Warwickshire Fire service Nov 24; Loudmouth Theatre Nov 24; Warwickshire Police Nov 23 Future First Alumni Workshops (Y10) December 24 Trips and Visits with networking and experiential opportunities through curriculum areas	PSHE whole cohort assembly sessions delivered by employers and industry experts Trips and Visits with networking and experiential opportunities Work Experience at KS5 (Year 12)



				Work Experience at KS4 (Year 10)			
Careers in the Curriculum	Vocational Links in lessons to apply employability context to learning objectives 'Learning for the future' weekly session during tutor time across all year groups using Cre8tive resources Careers curriculum and Unifrog progressive mapping			Vocational Links in lessons to apply employability context to learning objectives 'Learning for the future' weekly session during tutor time across all year groups using Cre8tive resources Careers curriculum and Unifrog progressive mapping		Vocational Links in lessons to apply employability context to learning objectives 'Learning for the future' weekly session during tutor time across all year groups	
Parental Engagement Opportunities	Careers Information Points at Parents' evening			Careers Information Points and qualified adviser at the Parents evening Parent forum for work experience		Careers Information Points and qualified adviser at the Parents evening	
Impartial Careers Advise	Individual Careers advice and Guidance as required through staff referral and open drop-in sessions			Individual Careers advice and Guidance Group careers advice sessions Student drop in sessions weekly (Tuesday lunchtime)		Optional Individual Careers advice and Guidance	
PSHE Topics	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Autumn 1 Careers and Your Future Financial Education	Autumn 1 Employability & Enterprise Skills Careers and Aspirations Exploring Careers	Autumn 1 From Failure to Success Assertiveness Saving and Managing Money Labour Market Information Finance, Budgeting and Employment	Autumn 1 Employment Rights Exploring a Pay Cheque Discrimination on the workplace Green skills and careers Communication Choosing the right pathway How AI will change my life	Autumn 1 Post 16 Options CV Writing Writing a Personal Statement	Introduction and orientation to 'Unifrog'	Applying to University, Apprenticeships or Employment
						Post 18 Options-	Personal Statements
						University, college, apprenticeships or employment CV's, interviews and employability skills-Refresh	Review, track and monitor post 18 options