

December 2024 CEIAG Policy

Careers Education Information Advice and Guidance Policy

This policy has been developed to underpin and support Nova Hreod Academy's careers/CEIAG provision in response to DfE statutory guidance "Careers guidance and access for education and training providers' January 2018.

1 Introduction

Nova Hreod Academy believes careers guidance is a progressive journey. The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which Careers Education, Information, Advice and Guidance (CEIAG) is delivered to all students.

In line with the Baker Clause which was Introduced as an amendment to the Technical and Further Education Act 2017, which stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them, the school encourages businesses and colleges to engage with the academy and its students. Access to this clause, also known as the Provider Access Policy statement, can be found in the Policies section of our website and a further link is on our careers page. This was updated in January 2023 with the new legal requirement to put on at least 6 encounters with providers of approved technical education qualifications or apprenticeships for all pupils in years 8 to 13. These provider encounters will be scheduled during the main school hours.

We are committed to meeting national and local expectations in relation to careers by securing independent and impartial careers guidance for students in Year 8 – Year 13 as required by the Education Act 1997 and fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics. In particular, we are committed to ensuring that students in years 8-11:

- 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 (when they choose their options - between key stages);
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, talks, Q & As, group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses;
- benefit from impartial and accurate careers advice and information.

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:

1. A stable careers programme – every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers 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 advisor to make the best use of available information

3. Addressing the needs of each pupil – pupils have different carer 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.
5. Encounters with employers and employees – every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
6. Experiences of workplaces – through visits, work shadowing and/or work experience to help explore career opportunities and expand their networks.
7. Encounters with further and higher education – this includes academic and vocational routes
8. Personal guidance – internal or external, timed to meet individual needs and whenever significant study or career choices are being made.

Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

2. Rationale

Careers Education, Information, Advice and Guidance across Nova Hreod Academy should provide a foundation for pupils to move not only in to further or higher education, vocational training or employment, but to the next stage of their development as citizens. We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed. We are committed to providing a planned programme of high quality to all students and recognise the important role that careers education/work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

3. Aims & Objectives

The academy's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, Nova Hreod Academy's CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions.

The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students. The academy's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

All students, parents and carers can access our services through the Parents' section ("After Nova your Child's future") of the academy's website or via assemblies, social networking sites and letters home.

4. Leadership and Management

Nova Hreod Academy's CEIAG is planned, delivered, monitored and evaluated by the lead teacher for Careers, Mrs F Green and is supported by Mrs U Gawthorn, Careers Advisor. The work is also supported by the following staff:

- Principal and SLT
- Head of Year 11
- SENDCO
- Governors
- Year Managers and Subject Teachers

5. Provision

The Pathways to Progression Programme is designed to meet the needs of students at different stages of their schooling. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Curriculum areas also provide subject specific activities as appropriate. A copy of the Careers Curriculum Pathway is available on the Nova Hreod Academy website in the "After Nova – Your child's future" section. Please click [Careers Curriculum.jpg \(1587x2245\)](#) to access it.

The academy hosts an annual futures evening, where local and national businesses, employers, apprenticeship and training providers, colleges and universities are invited into the academy to meet with students.

Business partners Arval and BMW, ASK apprenticeships and other business contacts, as well as CEC recommended organisations support the programme. Parents/carers with relevant skills are also encouraged to support the provision

Study Higher, Bath, Southampton and Reading University and other Further and Higher Education establishments also support the plan to deliver the find your future, investing in me, investing in you, securing my future, how am I employable and taking the next steps elements of the programme and the SEND and Vulnerable Scholar Programme.

6. Resources

The academy uses Unifrog and Careerpilot , which all students from year 7-11 have access to and use on a regular basis. This assists them to be career-ready and look at different routes.

Compass+ is used to benchmark, track and monitor performance as well as enabling each student to have an individual career passport. United Learning also audit and review careers on a regular basis.

The academy works with Study Higher who are able to provide additional funding for students who live in postcodes where there has been historically a low number of students going on to study at university.

A section of the library is dedicated to carers with materials available to students and staff. Materials are audited and replaced when necessary.

Funding is allocated in the annual budget. Sources of external funding are actively sought. Physical resources are updated annually as well as new digital resources purchased as and when required.

7. Staff Development and CPD

The CEIAG Lead and Careers Advisor regularly attend careers meetings / training / webinars / networking events, as well as industry specific events in order to ensure they are up to date with industry and labour market information as well as other relevant careers knowledge.

Teaching staff are surveyed annually to identify training and development needs. They are encouraged to increase their personal awareness of careers and employability skills so that they support the careers programme and help the academy meet/adhere to the Gatsby Benchmarks.

8. Monitoring, review and evaluation

The lead teacher for CEIAG is responsible for the monitoring, review and evaluation of the programme, supported by the Careers Advisor. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. This draws information from a number of sources including:

- Student, parent and employer surveys and feedback
- Compass+ careers monitoring
- Regular meetings with the Careers Advisor
- Evaluation of activities as and when they happen for one-off activities
- Evaluation of on-going activities at the end of the academic year
- Information on intended destinations for year 11, 12 and 13 learners
- NEET and destination data

This will then be turned into a detailed improvement plan, which will be linked to the overall School Improvement Plan.

Planning of our careers programme also analyses which Gatsby Benchmarks are met through each activity delivered.

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, traineeships or employment. Destination data is used to assess how successfully students make the transition into the next stage of education or training, or into employment.

9. Partnerships and Service Level Agreements

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers, apprenticeship organisations and other local businesses, charities and appropriate community-based groups. CEIAG is delivered in partnership with local and national employers, ASK Apprenticeships, Further and Higher Education providers, the local CEC, and other UL approved partners and charities. Partnership agreements and Service Level Agreements are reviewed annually.

10. Business Links

The academy is a member of the Careers and Enterprise Programme. The academy has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant. These relationships are reviewed annually and new partnerships are constantly being sought.

Businesses that currently do not have a link with the academy but wish to form one, are encouraged to do so. For further information please see “After Nova: Your Child’s Future”, Partner and Support Organisations on the Nova Hreod Academy Website.

11. Engaging Parents / Carers / Alumni

Nova Hreod Academy are developing procedures by which we can actively engage parents/carers in the formation and development of careers provision.

Parents/carers’ engagement is essential to our students’ understanding of their career choices and the decisions they make. We provide all parents/carers with up-to-date information on choices at 14+ and 16+, how to access Careerpilot and Unifrog, apprenticeship information, opportunities for them and their child/children to join webinars etc and other training and the Careers Advisor is available for them to meet with to discuss individual concerns in relation to their child/children’s career options.

The Academy’s, and United Learning’s Alumni Programme aims to create strong links with former students and staff to enable them to support careers provision in the future. If a former student or member of staff wishes to join the Nova Hreod Academy Alumni Programme, please contact careers@novahreodacademy.org.uk.

12. Premises and facilities

The academy makes the Theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate. The academy also makes available AV and other specialist equipment to support provider presentations. This is all discussed and agreed in advance of the visit with the CEIAG lead or Careers Advisor.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor, Mrs U Gawthorn.

13. Application for provider access

This section sets out the academy's arrangements for managing the access of providers to pupils at the academy 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.

Pupil entitlement

All pupils in years 7-13 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 options events, assemblies, talks, Q & As, group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the Careers Lead, Mrs F Green, or the Careers Advisor, Mrs U Gawthorn, emailing careers@novahreodacademy.org.uk

Opportunities for access

The academy offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the careers page of the academy website – the Careers Curriculum Journey, Years 7 – 11.

As previously stated, the school will make a suitable space available for discussions between the provider and students, as appropriate to the activity – see section 12 – premises and facilities.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

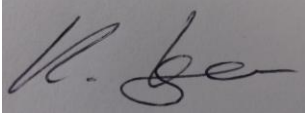
Signed by:



Principal

Date: 17/12/2024

Approved by:

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'K. Logan'.

Kevin Logan

Chair of Governing Body

Date: 19 December 2024