

# Careers Education, Information, Advice and Guidance Policy

<b>Policy type</b>	Ormiston SWB Academy
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*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2023*

# Careers Education, Information, Advice and Guidance Policy

## 1.0 School Vision

- 1.1 Ormiston SWB Academy seeks to raise the aspirations and awareness of opportunities for our students, whilst developing their confidence, motivation and ambition to allow them to make informed choices and fulfil their potential. This policy provides a framework for meeting and achieving through Careers Education, Information and Guidance (CEIAG) the aims of:
- Raising students' achievement
  - Supporting inclusion and promoting equality of opportunity
  - Encouraging participation in lifelong learning, including further and higher education
  - Developing enterprise and employability skills
  - Encouraging students to contribute positively to their communities
- 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 Three, Four and Five.
- 2.2 The policy also applies to Year 11 and 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 school regularly and attending lessons in July and August of Year 11 & 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, July 2021)
- 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 7 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 all Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at Ormiston SWB 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 Advisor.
- 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 school receive a stable careers programme
  - 3.1.2 To enable all students to learn from information from 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 provide 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 School Responsibilities**

4.1 The school has a series of statutory duties:

- 4.1.1 All registered students at the school must receive independent careers advice in Years 7 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 pupil
- 4.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

4.2 The school 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 Ormiston SWB Academy 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 students' horizons, challenges stereotypes and raises aspirations. It provides students 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 school 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 school (eg. School Improvement Partner or Ofsted)

4.5 The academy also uses the Career Development Framework (CDI, 2021) to ensure that CEIAG provision supports the personal, social and employability development of all students.

4.6 The CEIAG programme will also reflect emerging sectors and the growing importance of digital skills, sustainability, and the green economy.

## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the School 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 school'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 students in Years 7 – 13.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## 6.1 Provider Access

- 6.1 Introduction - This section of the policy 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.
- 6.2 *All pupils are entitled access to post-16 providers on a **minimum of two occasions** during each of the first, second and third key phases of their education.*
- 6.2.1 *In line with the updated Provider Access Legislation, **from January 2023**, all schools must provide a **minimum of six encounters** for all students with post 16 providers, as above. This is broken down into key phases. We define the phases as:*
- 6.2.2 **First key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 13 and ending with 28 February in the following school year (Year 8 and between 1 September and 28 February during Year 9)
- 6.2.3 **Second key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 15 and ending with 28 February in the following school year (Year 10 and between 1 September and 28 February during Year 11) and
- 6.2.4 **Third key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 17 and ending with 28 February in the following school year (Year 12 and between 1 September and 28 February during Year 13)
- 6.2.5 *For pupils of compulsory school age these encounters are **mandatory** for all to attend and there will be a minimum of two encounters for **year 8 to 9** pupils and two encounters for **year 10 to 11** pupils. For pupils in **year 12 to 13**, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.*
- 6.2.6 The full provider access policy can be found on the policy documents on the academy website – OAT Provider access policy
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities
- 6.4 The school 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 the Kirkland Rowell student and parent survey;
  - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
  - 7.2.3 Student voice is integral to shaping CEIAG provision and is gathered through surveys, interviews, and focus groups to inform planning.
  - 7.2.2 The number of students 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.
- 7.3 The governors of Ormiston SWB Academy will review this policy every year.

<b>1. A stable careers programme</b>	<i>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.</i>	<p><i>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.</i></p> <ul style="list-style-type: none"> <li><i>The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</i></li> <li><i>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</i></li> </ul>
<b>2.Learning from career and labour market information</b>	<i>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.</i>	<ul style="list-style-type: none"> <li><i>By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</i></li> <li><i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</i></li> </ul>
<b>3.Addressing the needs of each student</b>	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.	<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 students 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>	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.	<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>	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.	<ul style="list-style-type: none"> <li>Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</li> <li>*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.</li> </ul>

<b>6.Experiences of workplaces</b>	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.	<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>
<b>7.Encounters with further and higher education</b>	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.	<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 students.</li> <li>• By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</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>
<b>8.Personal guidance</b>	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.	<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>

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Careers Fair</li> <li>• Careers through CORE curriculum</li> <li>• CORE / Enterprise days</li> <li>• Introduction to careers adviser</li> <li>• Visual displays and posters around school</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Careers Fair</li> <li>• Careers through CORE curriculum</li> <li>• CORE / Enterprise days</li> <li>• Introduction to careers adviser</li> <li>• Visual displays and posters around school</li> <li>• PAL – Information regarding apprenticeships and technical education</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Careers Fair</li> <li>• Personal guidance interview with careers adviser</li> <li>• Careers through CORE curriculum</li> <li>• CORE / Enterprise days</li> <li>• Introduction to careers adviser</li> <li>• Visual displays and posters around school</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Careers Fair</li> <li>• Higher education visit</li> <li>• Drop in sessions with careers adviser</li> <li>• Careers through CORE curriculum</li> <li>• CORE / Enterprise days</li> <li>• Introduction to careers adviser</li> <li>• Visual displays and posters around school</li> <li>• Mock interviews with employers</li> <li>• Guest speakers and other workshops</li> <li>• Targeted intervention through aspire to HE</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Careers Fair</li> <li>• Drop in sessions with careers adviser</li> <li>• Careers through CORE curriculum</li> <li>• CV building</li> <li>• College / Sixth form applications</li> <li>• CORE / Enterprise days</li> <li>• Visual displays and posters around school</li> <li>• Targeted intervention through aspire to HE</li> <li>• Guest speakers throughout the year</li> </ul>
Year 12			Year 13	
<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Updating CV</li> <li>• Write covering letter</li> <li>• 1:1 careers guidance interview with careers adviser</li> <li>• Careers week – exploring options and starting applications</li> <li>• Meet HE providers / Apprenticeships</li> <li>• Engagement with at least 2 universities in school</li> <li>• Go to skills show / UCAS Fayres</li> <li>• Encouraged to visit at least 3 university open days</li> <li>• Encouraged to attend masterclasses</li> <li>• Speakers visit school – Sutton Trust, Warwick Scholars, A2B Schemes, UCAS</li> </ul>			<ul style="list-style-type: none"> <li>• Access to Unifrog – careers platform</li> <li>• Applications completed</li> <li>• 1:1 time with personal tutors to write personal statements &amp; support finding apprenticeships</li> <li>• Support with student finance</li> <li>• Drop down days to support budgeting, healthy finances, planning for life at University / Jobs</li> </ul>	



## Introduction

This document 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.

## Pupil entitlement

*All pupils are entitled access to post-16 providers on a **minimum of two occasions** during each of the first, second and third key phases of their education.*

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We define the phases as:

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*For pupils of compulsory school age these encounters are **mandatory** for all to attend and there will be a minimum of two encounters for **year 8 to 9** pupils and two encounters for **year 10 to 11** pupils. For pupils in **year 12 to 13**, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.*

## Management of provider access requests

### Procedure

A provider wishing to request access should contact Mr Ali Lampitt, Academy Business Manager

Telephone: 01902 493797

Email: [Alampitt@oswba.co.uk](mailto:Alampitt@oswba.co.uk)

### Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

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.