



EMPOWER
LEARNING ACADEMY TRUST

Careers Education, Information, Advice and Guidance Policy

Agreed by Trust Board: Nov 2020

Review Date: July 2022

Statement of Purpose

This policy was written following the January 2018 statutory careers guidance and also takes in to account the [Gatsby benchmarks](#) and other best practice guidance. Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) we seek to “Inspire Learners and create a passion for lifelong learning so enable our students to become confident and impactful world citizens”. Our focus is on career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning. This customised programme is designed to minimise our number of NEET students and maximise our students’ future life chances

Rationale

Providing a planned programme of activities to which all students are entitled which will help them to plan and manage their careers. We provide impartial, unbiased CEIAG which is based on individual pupil needs and ensure our programme follows local, regional and national frameworks for good practice and other relevant guidance. We seek to work in partnership with outside organisations, educational institutions and individuals that will enhance students’ access to education, employment or training at the relevant opportunities; we have particularly strong links to the two Havering colleges and local 6th Forms as these are the next step for the vast majority of our students.

Principles of Careers Education, Information, Advice and Guidance

- To prepare students for the opportunities, responsibilities and experiences of adult life
- To help students develop careers awareness and enable them to manage personal career development
- To enable students to manage transitions such as the change from school to college or work
- To enable students to develop and improve their employability and work place skills
- To enable students to experience post-16 education environment and so ease their transition process
- To enable students to handle careers information and assist them in making informed choices

Procedures

The Empower Learning Academy Trust has one overall lead of CEIAG who works in conjunction with a senior leader at each academy with responsibility for CEIAG to ensure best practice is followed across the Trust. Each academy has an operational plan for each year that outlines the key themes and development goals for CEIAG in that year based on a review of the previous year and local and national developments. All activities and interventions are underpinned by this framework that is formally reviewed each year and more informally each term. The operational framework for the current academic year can be found in the Appendix.

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students’ experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at each academy to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development.

CEIAG aims to provide students with the skills, knowledge and understanding to support the 3 core aims for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the operational plan for the year.

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The senior leader with oversight of CEIAG is responsible for the effective deployment of resources within each academy.

Responsibilities and Monitoring

Empower Learning Academy Trust CEIAG Lead

Develops and coordinates strategy, the use and access to shared resources and events. Line manages and deploys the Independent Careers Advisor. Updates and advise the CEO and CEIAG leads in each academy with regard to policy, strategy and operational matters. Acts as a networking link with outside providers.

Governors

A named governor will represent the Local Governance Committee and is responsible for reviewing this policy at academy level and monitoring its effectiveness through data analysis, meetings and link visits. The Governors are responsible for strategic oversight and ensuring that the curriculum reflects and reinforces the Academy's mission statement as well as meeting statutory guidelines.

Head of 'Student Futures' (CEIAG)

Organises aspects of work related learning, including the management of Enterprise Days
Has oversight of Year 11 transition. Monitors the quality of CEIAG across the Academy. Works with other stakeholders to ensure that this is relevant, purposeful and has impact.

Head of PSHEE and Citizenship

Ensures that CEIAG is part of students' curriculum and works with the Head of Student Futures to ensure that this input is relevant, purposeful and engaging.

Independent Careers Advisor

The Independent Careers Advisor will look at each student's profile prior to interview and conduct individual interviews with all Key Stage 4 students and working with them and the parents to develop an individual bespoke careers plan. They will meet students as often as that individual requires, within reasonable logistical and time constraints. They will also be present at Year 9, 10 and 11 Parent Teacher Consultations and Year 9 and 11 Information evening to offer further advice and guidance.

Staff

All staff can contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3, 4 and 5, delivers specialist sessions. Heads of House liaise with the Head of Students Futures to address needs of individual students, including support from other teachers and external agencies and the independent Careers Advisor. Careers information is available in the Careers Library in the Library or relevant academy equivalent which is overseen by the Careers Leader and maintained by the Librarian or equivalent.

Assessment and Evaluation of provision

We will measure the effectiveness of our CEIAG by considering the destinations of our students. Success will be reflected in higher numbers progressing to apprenticeships, universities (including Russell Group universities), traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

We will make use of the Destination Measures data, published by the Department for Education, to assess how successfully our students make the transition into the next stage of education or training, or into employment.

The identified Governor and Head of Student Futures and will review CEIAG provision at academy level and use this to inform future plans, activities and interventions. This will be done formally by all on a yearly basis. The ELAT Head of CEIAG will collate this information centrally and use as a tool for evaluation.

Local Variations

Bower Park Academy

Appendix 1 – CEIAG Curriculum and Operating Plan 2020/21

Year 7

Through CPSHE lessons students will understand the essential skills that are required for the workplace and will plan how to ensure they will meet these skills during their time at Bower Park Academy. All students will conduct a personality career test to identify how their personal attributes could lead to an appropriate career path; they will have a clear understanding of transitional points and how they will be supported during these key times. Within LEADER lessons students will develop their oracy skills and confidence in expression, communication and presenting. They will also be introduced to Start Profile and online careers platform where they can log interactions and complete personal development activities.

Year 8

Through CPSHE lessons students will understand and challenge stereotypes within the workplace, such as girls entering Science, Technology, Engineering and Mathematics (STEM) industries, and will understand the link between education, skills and pay levels. Within LEADER lessons students will focus on developing autonomy and determination. Individual students are selected by the Head of Student Futures to take part in a raising aspirations and participation project with Access HE. This is targeted at students in receipt of free school meals and/or who have indicated that there is no history of higher education in their immediate family. Target pupils and groups may also take part in workshops and webinars run by the University of east London. We are offered this as are one of their 'podium' schools. Students will continue to complete personal development activities on Start Profile website.

Year 9

Through CPSHE lessons students will be given key information regarding options and career pathways, explore personal finance and discrimination in the workplace. They begin to look at routes into these careers and explore what qualifications are needed to enter the workplace at different levels. Within LEADER lessons students will focus on developing their leadership attributes in practice in addition to enterprise and endeavour. Students selected in Year 8 for the raising aspirations project continue the programme. Another cohort are selected for the programme. The Vice Principal responsible for the curriculum and learner journey begins the information and guidance process for options. This includes a number of assemblies, an options booklet, group meetings with the Independent Careers Adviser and 1:1 interviews for all students with a member of the pastoral team. Students will also be able to continue to explore their option choices on the Start profile website. Target pupils and groups may also take part in workshops and webinars run by the University of East London. We are offered this as are one of their 'podium' schools. Students will continue to complete personal development activities on Start Profile website.

Year 10

Through CPSHE lessons students will understand and challenge topical workplace issues such as 'the glass ceiling' and 'The Gender Pay Gap'. They will also take part in a one-day programme including work on developing work place and employability skills such as; CV writing, interview skills, team work and independence. Students also spend time at local post-16 providers undertaking taster sessions*. The Head of Student Futures provides information on Apprenticeships with assemblies delivered by ASK. All students join a Personal Development Teams which provides a range of information and opportunities. Students are encouraged to visit college open days in Year 10 to ensure choices are fully research and details of these are sent via Edulink to inform parents. The second cohort of the Access HE project complete the programme and other individual students and groups will take place in various workshops and opportunities provided by our part partnership with UEL as one if their 'podium' schools. Students begin individual Careers interview with our impartial career advisor, who works across the ELAT MAT. Those at risk of being Not in Education, Employment or Training (NEET) are identified using the Targeting Toolkit and the list produced is reviewed by senior leaders and the pastoral team to ensure the extra

support provided by Prospects is correctly targeted. In Year 10 students attend the Havering Raising of Participation Age event (RPA) which brings them into contact with providers and organisations from a range of post-16 institutions and career areas. High prior attaining students take part in the Aiming Higher Programme with Havering College. Students will continue to utilise the start profile website.

Year 11

Through CPSHE lessons students will understand the application processes for college, work and apprenticeships and compile their WRL & Enterprise profile. They will develop their decision-making skills and set targets to help them achieve their post-16 goals. All students have a member of staff as a mentor to help guide them through the process.

Individual Careers interview with our impartial career advisor, who works across the ELAT MAT, will begin after October Half Term through TEAMs. The Head of Student Futures publishes information about Open Days for Local Post 16 providers and this year we will run and promote 'virtual' open events. If students remain unsure of their future direction additional careers interviewed are offered to assist their research and planning. Students also take part in college interviews with partner institutions and their chosen institution. During Year 11 NEET intervention session for identified individual run on a weekly basis.

Whole School

Students across all year groups benefit from a range of opportunities annually including Enterprise Day, Academy Careers Fair and Activity Week. This year we are reviewing this provision due to Covid-19, but there will be a virtual careers fair. Assemblies and virtual events may also provide further information on aspects of various careers, led by outside speakers and organisations. The Head of Student Futures publishes and monitors a careers calendar outlining events across years and the Academy.

	Actions/Priorities	Met?
1	Consolidate the systems and approaches to the monitoring and evaluation of CEIAG	
1.1	Evaluate the three-tier (universal; targeted; personalised) approach	
1.2	Review the operating cycle, yearly and 5 yearly careers calendar	
1.3	Create an Alumni database with targeting models	
1.4	Establish a pupil voice group to drive, monitor and evaluate provision	
2	Increase the diversity and range of voices who engage with students in the careers programme and raise the aspirations of all students.	
2.1	Use of Alumni, parent and local contacts to widen opportunities and involvement	
2.2	Increase involvement of parents and local businesses in CEIAG and mentoring	
2.3	Review provision from Prospects and other external agencies	
2.4	Investigate WRL opportunities outside of current system e.g. internships, summer work etc.	
2.5	Increase employer engagement through digital routes	
2.6	Increase involvement with the Enterprise Adviser Network	
3	Ensure every teacher is considered a teacher of careers and is clear about the role that they play	
3.1	Audit CEIAG across the curriculum; identify areas of development	
3.2	Identify a career champion from each school of learning	
3.3	All departments to include explicit CEIAG links in at least one scheme of learning	
3.4	Increase the involvement of targeted students in curriculum based CEIAG activities	
3.5	Increase the involvement of CEIAG within current systems, e.g. Assemblies, Form Time	
4	Develop employability skills through the delivery of LEADER and ensure this is tracked and student's progression is accessible by all.	
4.1	Students and staff trained in LEADER and how to log progress	
4.2	All departments to include explicit LEADER links in at least one scheme of learning	
4.3	Trial START/GROFAR to more clearly track student progression	
4.4	Pledge opportunities identified and planned by departments	

5	Improve parental involvement and knowledge	
5.1	Develop use of technology especially social media and TEAMS	
5.2	Develop Parental Education and Careers input at Parent Evenings	
5.3	Establish Parent Briefing newsletter – termly	
5.4	Run parent voice exercises to help determine development areas	

Hall Mead School

Appendix 1 – CEIAG Curriculum and Operating Plan 2019/21

Year 8

Within PSHEE and Citizenship students undertake a business style project. This introduces students to the skills and characteristics needed for employability. This takes place over the course of a half term.

Individual students are selected by the Pupil Premium Mentors to take part in a raising aspirations project with the University of East London which aims to increase participation in higher education. This is targeted at students in receipt of free school meals and at students who have indicated that there is no history of higher education in their immediate family.

Year 9

In PSHEE and Citizenship students spend half a term researching a variety of careers using web-based applications and the National Careers Service website. They begin to look at routes into these careers and explore what qualifications are needed to enter the workplace at different levels. Students selected in Year 8 for the raising aspirations project continue their visits to universities.

The Deputy Head responsible for the curriculum begins the information and guidance process for options. This includes a number of assemblies, an options booklet and interviews for all students with a member of the Senior Leadership Team. In Year 9 students attend the Havering Raising of Participation Age event (RPA) which brings them into contact with providers and organisations from a range of post-16 institutions and career areas.

Year 10

Students take part in a two-day programme of Student Futures activities. This includes work on developing work place and employability skills such as; CV writing, interview skills, team work and enterprise activities techniques. Students also spend time at local post-16 providers undertaking taster sessions*. The Head of Student Futures organises one of the Academy's tutor periods focusing on Apprenticeships, led by our independent careers provider. Students are encouraged to visit college open days in Year 10 to ensure choices are fully research and details of these are ParentMailed to inform parents. We also run a post-16 fair where 6 to 10 post 16 instructions set up stalls and talk to students about their offer. Students begin individual Careers interview with our impartial career advisor, who works across the ELAT MAT; parents are invited to these and an individual action plan is produced in together by all present. Those at risk of being Not in Education, Employment or Training (NEET) are identified using the Targeting Toolkit and the list produced is reviewed by senior leaders and the pastoral team to ensure the extra support provided by Prospects is correctly targeted

Year 11

Individual Careers interview with our impartial career advisor, who works across the ELAT MAT, will begin after October Half Term through TEAMS; parents will be invited to these and may attend remotely, if they wish to. An individual action plan is produced after this meeting and shared with students and parents who attend. In Year 11 PSHEE and Citizenship lessons, students spend half a term researching post 16 options and work-related skills. This includes researching local course and FE providers as well as learning how to complete applications, CVs and letters of application. The Head of Student Futures publishes information about Open Days for Local Post 16 providers and this year we will run and promote 'virtual' open events. If students remain unsure of their future direction additional careers interviewed are offered to assist their research and planning. Students also

take part in college interviews with partner institutions and their chosen institution. During Year 11 NEET intervention session for identified individual run on a fortnightly basis.

Whole School

This year we are reviewing our outside speaker provision due to Covid-19, but have already had live virtual talk from Lawrence Lever and will be running more across the year. Assemblies and virtual events may also provide further information on aspects of various careers, led by outside speakers and organisations. The Head of Student Futures publishes and monitors a careers calendar outlining events across years and the Academy.

*To be reviewed depending on Covid-19 situation.

	Actions/Priorities	Met?
1	Consolidate the systems and approaches to the monitoring and evaluation of CEIAG	
1.1	Establish an operating plan cycle, reviewed half termly	
1.2	Establish a careers calendar – yearly and 5 yearly	
1.3	Establish Alumni and Targeting models	
1.4	Canvas pupil voice to establish strengths and priorities	
1.5	Establish a pupil voice group to drive, monitor and evaluate provision	
1.6	Identify pupil aspirations	
2	Raise the profile of CEIAG across the curriculum	
2.1	Audit CEIAG across the curriculum; identify areas of development	
2.2	Review CEIAG within PSHEE and Citizenship	
2.3	Involve at least one other Faculty in the delivery of CEIAG	
2.4	Increase the number of ‘high profile’ CEIAG activities and events e.g. Careers Pod, trips and visitors	
2.5	Increase the involvement of CEIAG within current systems, e.g. SMSC, Assemblies, Tutor Periods	
3	Develop the model of CEIAG	
3.1	Adopt a three wave approach to CEIAG – whole school; group; bespoke	
3.2	Use of Alumni to improve the link between school and the community	
3.3	Investigate opportunities to develop small group and individual CEIAG	
3.4	Increase the opportunities for trips and visits	
3.5	Increase involvement of parents and local businesses in CEIAG and mentoring	
3.6	Review provision from Prospects and other external agencies	
3.7	Investigate WRL opportunities outside of current system e.g. internships, summer work etc.	
3.8	Visit other schools to evaluate other models and learn from good practice	
3.9	Increase links with colleges and universities and employers	
4	Increase employer engagement in CEIAG	
4.1	Target parents and local contacts	
4.2	Use of Alumni to widen opportunities and involvement	
4.3	Increase numbers of ‘drop in’ sessions and speakers	
4.4	Investigate WRL opportunities outside of current system e.g. internships, summer work etc.	
5	Improve parental involvement and knowledge	
5.1	Develop use of social media	
5.2	Investigate the feasibility of Parents Education Evenings to complement current ones	
5.3	Establish Parent Briefing newsletter – termly	
5.4	Canvas parent voice to help determine development areas	

Appendix 1 – CEIAG Curriculum and Operating Plan 2019/21

Year 7

Across the curriculum Year 7 students are introduced to the skills and characteristics needed for employability through opportunities to take part in the Bank of England competition, BBC Young Reporter, Author visit and completion of Office Duty. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through the 'Careers in the Spotlight' section of the SMSC bulletin, Careers Library workshops and completion of the 'Steps Careers' booklets during form time. Individual students are selected by pastoral teams to take part in raising aspirations projects with the University of East London and Coventry University (Future Grad) which both aim to increase participation in higher education. Both projects are targeted at students in receipt of free school meals and at students who have indicated that there is no history of higher education in their immediate family. Both projects tailor their events to the age of the students participating.

Year 8

Across the curriculum Year 8 students are introduced to the skills and characteristics needed for employability through opportunities to take part in the Bank of England competition, BBC Young Reporter, Author visit and completion of Office Duty. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through the 'Careers in the Spotlight' section of the SMSC bulletin, Careers Library workshops and completion of the 'Steps Careers' booklets during form time. Individual students are selected by pastoral teams to take part in raising aspirations projects with the University of East London and Coventry University (Future Grad) which both aim to increase participation in higher education. Both projects are targeted at students in receipt of free school meals and at students who have indicated that there is no history of higher education in their immediate family. Both projects tailor their events to the age of the students participating.

Year 9

Across the curriculum Year 9 students are introduced to the skills and characteristics needed for employability through opportunities to take part in the Houses of Parliament trip, Humanutopia 'Who am I?' Day, Army Activity Day and completion of Office Duty. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through the 'Careers in the Spotlight' section of the SMSC bulletin, Careers Library workshops and completion of the 'Steps Careers' booklets during form time. Local employers such as Ford Motor Company are invited in to present their apprenticeship programmes and discuss careers in diverse fields e.g. engineering. Individual students are selected by pastoral teams to take part in raising aspirations projects with the University of East London and Coventry University (Future Grad) which both aim to increase participation in higher education. Both projects are targeted at students in receipt of free school meals and at students who have indicated that there is no history of higher education in their immediate family. Both projects tailor their events to the age of the students participating.

In PSHE students spend half a term completing a Careers Scheme of Learning where they begin to look at routes into different careers and explore what qualifications are needed to enter the workplace at different levels. All Year 9 students also attend subject area assemblies aimed at preparing students to make informed GCSE options choices.

The Careers Lead and Careers Coordinator begin the information and guidance process for selecting GCSE options. This subject area assemblies, an options booklet, interviews for all students with a member of the Senior Leadership Team and individual Careers Support Meetings.

Year 10

Across the curriculum Year 10 students are given opportunities to prepare to make informed post-16 choices

through invitations to college taster days, apprenticeship talks from local businesses and university visits. Students are encouraged to visit college open days in Year 10 to ensure choices are fully researched and details of these are ParentMailed to inform parents. Information and events are also promoted on our Careers Twitter feed. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through the 'Careers in the Spotlight' section of the SMSC bulletin, Careers Library workshops and completion of the 'Steps Careers' booklets during form time. Individual students are selected by pastoral teams to take part in raising aspirations projects with the University of East London and Coventry University (Future Grad) which both aim to increase participation in higher education. Both projects are targeted at students in receipt of free school meals and at students who have indicated that there is no history of higher education in their immediate family. Both projects tailor their events to the age of the students participating.

In Year 10 students begin individual Careers interviews with our impartial career advisor, who works across the ELAT MAT. Those at risk of being Not in Education, Employment or Training (NEET) are identified using the Targeting Toolkit and the list produced is reviewed by senior leaders, the pastoral team, the Careers Lead and the Careers Coordinator to ensure the extra support provided by Prospects is correctly targeted.

Year 11

Across the curriculum Year 11 students are given opportunities to prepare to make informed post-16 choices through invitations to college information assemblies, taster days, workshops and sixth form / apprenticeship open events. Students are encouraged to attend the events above to ensure choices are fully researched and details of these are ParentMailed to inform parents. Information and events are also promoted on our Careers Twitter feed. Additionally, students are given the opportunity to explore a range of careers and reflect upon which careers they would be best suited to through the 'Careers in the Spotlight' section of the SMSC bulletin, Careers Library workshops and completion of the 'Steps Careers' booklets during form time. Individual students are selected by pastoral teams to take part in raising aspirations projects with the University of East London and Coventry University (Future Grad) which both aim to increase participation in higher education. Both projects are targeted at students in receipt of free school meals and at students who have indicated that there is no history of higher education in their immediate family. Both projects tailor their events to the age of the students participating.

Individual Careers interview with our impartial career advisor, who works across the ELAT MAT, will begin after October Half Term through TEAMS and an individual action plan is produced after this meeting and shared with key stakeholders. In Year 11 Form Time, students use information and instruction videos created by the Careers Lead to support the process of researching, selecting and applying for post-16 courses. The Careers Lead publishes information about Open Days for Local Post 16 providers and this year we will run and promote 'virtual' open events using email, ParentMail and our dedicated Careers Twitter feed. If students remain unsure of their future direction additional careers interviews are offered to assist their research and planning and the Careers Library is also open for drop in sessions at break and lunch. Students also take part in college interviews with partner institutions and their chosen institution. Those at risk of being Not in Education, Employment or Training (NEET) are identified in Year 10 and support continues throughout Year 11 and delivered by Prospects.

Whole School

This year we are reviewing our provision due to Covid-19 and some events may be held virtually as a replacement for the original event. The Careers Lead and Careers Coordinator publish and monitor a careers calendar outlining events across years and the Academy.

*To be reviewed depending on Covid-19 situation.

	Actions/Priorities	Met?
1	Consolidate the systems and approaches to the monitoring and evaluation of CEIAG	
1.1	Establish an operating plan cycle, reviewed half termly	
1.2	Establish a careers calendar – yearly and 5 yearly	
1.3	Establish Alumni and Targeting models	
1.4	Canvas pupil voice to establish strengths and priorities	
1.5	Establish a pupil voice group to drive, monitor and evaluate provision	
1.6	Identify pupil aspirations	
2	Raise the profile of CEIAG across the curriculum	
2.1	Audit CEIAG across the curriculum; identify areas of development	
2.2	Review CEIAG within PSHEE and Citizenship	
2.3	Involve at least one other Faculty in the delivery of CEIAG	
2.4	Increase the number of ‘high profile’ CEIAG activities and events e.g. Careers Pod, trips and visitors	
2.5	Increase the involvement of CEIAG within current systems, e.g. SMSC, Assemblies, Tutor Periods	
3	Develop the model of CEIAG	
3.1	Adopt a three wave approach to CEIAG – whole school; group; bespoke	
3.2	Use of Alumni to improve the link between school and the community	
3.3	Investigate opportunities to develop small group and individual CEIAG	
3.4	Increase the opportunities for trips and visits	
3.5	Increase involvement of parents and local businesses in CEIAG and mentoring	
3.6	Review provision from Prospects and other external agencies	
3.7	Investigate WRL opportunities outside of current system e.g. internships, summer work etc.	
3.8	Visit other schools to evaluate other models and learn from good practice	
3.9	Increase links with colleges and universities and employers	
4	Increase employer engagement in CEIAG	
4.1	Target parents and local contacts	
4.2	Use of Alumni to widen opportunities and involvement	
4.3	Increase numbers of ‘drop in’ sessions and speakers	
4.4	Investigate WRL opportunities outside of current system e.g. internships, summer work etc.	
5	Improve parental involvement and knowledge	
5.1	Develop use of social media	
5.2	Investigate the feasibility of Parents Education Evenings to complement current ones	
5.3	Establish Parent Briefing newsletter – termly	
5.4	Canvas parent voice to help determine development areas	