



CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

2024-2025

Lead	Head teacher
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Mission Statement

#TEAMSPH | Together on the Journey

Together, **we will make the SPH journey: safely, respectfully and with kindness as part of a united Catholic family.**

God **will be at the heart of our journey, supporting us to realise the potential of our God given talents.**

Our Gospel Values **will guide us on our journey, helping us to make brave choices along the way.**

Respect for all **will be at the spirit of our journey and we will embrace the uniqueness of everyone we greet.**

Inspiration and passion for learning **will lead us all to have a memorable and successful journey.**

Careers Education Policy

At St Philip Howard Catholic Voluntary Academy we strive to attain the highest standards in our work, have respect for others and develop our individual talents. These principles underpin school's approach to developing Career, Employability and Enterprise (CEE) skills in our students so that they can look forward with confidence to the future choices they will make. This is essential where career pathways are becoming ever more dynamic and are demanding increasingly higher levels of skill. A whole school approach to CEE is adopted and is reflected in the School Improvement Plan. As well as discrete CEE activities planned through effective personal development, all curriculum areas are encouraged to identify and promote CEE activity and to identify and develop CEE outcomes within the contexts of their curricular frameworks.

How Is CEE Defined?

CEE learning outcomes for students are best expressed by two complementary frameworks:

- 1.1 The Careers Development Institute Framework for Careers, Employability and Enterprise Education 7-19 - Career Learning. School audits its CEE provision against 17 keys areas of learning
- 1.2 The Gatsby Benchmarks Gatsby Benchmarks are constituent parts of a robust careers programme and form part of the National Careers Strategy 1 . An annual report of progress towards Gatsby Benchmarks is presented to the School Leadership Team and the Governing Body.

Policy Context

Schools' strategy for CEE is shaped by the school's vision and the following policy frameworks.

2.1 National Policy Context

2.1.1 CEE at St Philip Howard Catholic Voluntary Academy meets the requirements of statutory legislation and guidance as detailed by:

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008 1 DfE (October 2018 - revised)
- DfE Statutory Guidance - Careers guidance and access for education and training providers

Schedule 4 (15) of the School Information (England) Regulations 2008 2.1.2 DfE Statutory Guidance- Careers guidance and access for education and training providers October 2018 Schools have a duty to;

- Secure independent and impartial careers guidance providing information on the full range of education and training pathways.
- Provide opportunities to a range of education and training providers to inform pupils about the full range of post 14 and post 16 opportunities including technical education qualifications and apprenticeships through the publication of a 'Provider access policy' on the school website.

- Publish information about the careers programme on the school website.
- Appoint a named person to the role of Careers Leader to lead the careers programme and publish their contact details on the website.

Schools should;

- Make use of the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision and provide evidence through the Compass Tracker tool.
- Actively promote of the involvement of employers in the school CEE curriculum to support curriculum activity and personal support in making career choices.
- Involve an Enterprise Adviser, through the Careers and Enterprise Council network, to support the strategic planning and development of the CEE curriculum.
- Identify a dedicated Careers Governor to support the Governing Body to review and support the strategic development of CEE.
- Provide Targeted careers support for SEND and disadvantaged students.
- Monitor and evaluate Career guidance and related activity including active scrutiny of destination data to inform future planning and development.

Raising Aspirations

Our immediate priority in working with young people is to work with businesses, schools and partners to raise the aspirations of the future workforce, by enhancing their careers advice and employability skills. 2.2.2 2019-2023 Employment and Skills strategy - Derbyshire County Council

'Raising aspiration and attainment levels across the county is of vital importance to ensure as many young people as possible are equipped to contribute fully to the labour market. The role of careers information, advice and guidance will be critical in addressing this issue'.

Implementation of schools CEE Programme

There is a plan for CEE which is updated annually and made available to all students and parents via the website. The plan details specific development and improvement priorities as informed by national and local policy, school improvement priorities and quality assurance frameworks including feedback from students and parents/carers. The plan is formally agreed by the Senior Leadership Team and the Governing Body.

Entitlement Statements

Entitlement to CEE statements are developed for each Key Stage and reviewed annually. These are published on the school website.

Staff Development

All staff contribute to CEE through their roles as tutors and subject teachers. The training and support needs of staff involved in co-ordinating, delivering and supporting CEIAG and CEE are identified and met through the CPD programme.

Impartial and Independent Career Guidance

Career Guidance at St Philip Howard Catholic Voluntary Academy is independent and impartial and meets the statutory duty to provide access for Years 8-11 students and their parents/carers. Support is a universal offering across all key stages. There is a specific focus on Year 11 where all students are scheduled a face to face interview with a Careers Adviser resulting in a Career Plan which informs the next phase of their learning. Careers guidance is provided by an external provider to school. The Careers Leader delivering Career Guidance holds a level 6 accredited qualification and is listed on the Career Development Institute (CDI) UK Register of Career Development Professionals and adheres principles of the CDI Code of Ethics.

The Careers Leader works with the independent advisor to monitor the impact dependant of employability and enterprise activity across school. There is an annual delivery plan for their involvement as agreed by the school's SLT and the Local Enterprise Co-ordinator.

Access to Information on all Learning Opportunities

All students and parents/carers have access to information and advice on the full range of post 14 and post 16 opportunities through dedicated space on the school website and the VLE 'Career and Work Experience' pages as well as dedicated resources in the School's Library, Careers section and through career events. The school is committed to involving employers and outside agencies in the development and delivery of CEE activities. Partners include local and national employers, Derbyshire Enterprise and Business Partnership (DEBP), the Local Authority and Job Centre

SEND/Disadvantaged Students

Targeted interventions particularly for those students who have an Education Health Care (EHC) Plan receive extra career support at key transition points either through Adviser attendance at EHC plan reviews or through additional discrete interventions. Planned programmes of CEE with student outcomes incorporated, are delivered across all key stages and are published on the school's Careers webpage. In Years 7-10, Careers Education has dedicated curriculum time as part of the Personal Development programme, in particular the PSHE drop down days. This is supplemented by further discrete sessions organised by the Careers Leader through visits, assemblies and further curriculum time. Information includes the full range of options available to students and includes links to key and up to date sources of Labour Market Information.

Work Experience

Quality assured Work Experience and Shadowing programmes are offered in Year 10. Extended work experience placements are available as an option for targeted students in Key Stage 4.

Budget for CEE activity

There is a dedicated budget for CEE activity which is reviewed annually. This is managed by the Careers Leader and is allocated to activity as identified by the CEE Development Plan as well as the maintenance of essential careers resources. The Careers Department is also allocated Pupil Premium funding which supports additional career related activities for this group.

Careers Leadership

The Careers Leader is the designated Careers Leader for school. The Careers Leader reports to a member of the School Leadership Team who represents Careers at a senior level. The Careers Leader's contact details are published on the school website. The Career Education programme for KS3 and KS4 is jointly co-ordinated by the Careers Leader and the Personal Development Co-ordinator.

Career Guidance

Careers Guidance is managed and coordinated across the school by the Careers Leader and is quality assured through the school's QA processes. The Careers Leader quality assures the input of external careers advice. The Careers Leader manages the contracting process with external career and work experience organisations.

Destination Data Collection and Reporting

The Careers Leader collects and collates the intended and actual destination data for Year 11 leavers, including retrospective analysis of disadvantaged students' progression. The school provides intended and actual destination reports to the Local Authority who track students to ensure that all Year 11 students meet the requirements of the September and January guarantee of a firm offer of further learning.

Annual Career Development Plan and Outcomes report on CEE

The school produces an annual CEE Development Plan and a final end of year report on the outcomes of this plan.

Evaluation

All career related events and interventions are evaluated. Stakeholders, parents/carers, students and teachers are consulted, and reports produced. Year 11 students evaluate the effectiveness of their Career Guidance interview.