

COWLEY INTERNATIONAL COLLEGE



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Status	NON-STATUTORY
Delegated to	Principal
Responsible Person	Assistant Principal (Curriculum Developer)
Review Date	October 2021
Ratified Date	

1. Introduction

1.1 Rationale for CEIAG

Cowley International College has a statutory duty to provide careers and enterprise information and guidance to all of its students as they progress through the college. Students need the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference. The advice and experiences need to take place in all years from Year 7 right up to Year 13. For those students who join our sixth form, whether from Cowley or from other institutions, the advice and experiences need to continue during their additional years of study at the college.

All young people need a planned programme of activities to help them choose the correct career pathways. They should receive information and support that has been planned and considered in advance with a view to ensuring that they are able to manage their careers and sustain employability throughout their lives.

1.2 Commitment

Cowley International College is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-13, in partnership with a provider of independent and impartial advice (presently Careers Connect).

Cowley International College endeavours to follow the guidelines set out by the DfE, QCA and Ofsted. In particular, much of its present programme of CEIAG has been developed to reflect the aspirations of the DfE document “Careers strategy: making the most of everyone’s skills and talents” (published 4th December 2017).

In 2018 Cowley International College was awarded the “Quality in Careers Standard” which is the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning. Cowley is presently in the process of reapplying for this prestigious award with the final visit from the reaccreditation company due in November 2021.

1.3 Development

This policy was developed and will be reviewed in discussion with the local Career Hub, the Career Connect Personal Advisers and other relevant partners.

1.4 Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, equal opportunities and diversity, gifted and talented, LAC and SEND.

2. Objectives

- 2.1 Students' needs The careers programme is designed to meet the needs of students at Cowley International College. It follows the Gatsby Benchmarks and is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- 2.2 Entitlement Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

3. Implementation

- 3.1 Management The Work-Related Learning Mentor(s) will co-ordinate and administer the careers programme and is responsible to the Assistant Principal (Curriculum Developer). The Work-Related Learning Mentor(s) will direct and monitor the Careers interview programme, working closely with the Career Connect PA team, Shaping Futures and the local Careers Hub network. In Spring 2021 the careers software package "unifrog" was launched with all students to support their careers education and to help monitor the students' engagement in their career pathways and to gain insight into the intentions and destinations of all the students at Cowley.
- 3.2 Staffing The CEIAG programme is planned, monitored and evaluated by the Assistant Principal (Curriculum Developer) and the Work-Related Learning Mentor(s). They have responsibility to ensure:
- All staff contribute to CEIAG through their roles as team tutors, Heads of Achievement and subject teachers. This includes the delivery of careers guidance and advice via "unifrog" in Team Time.
 - Specialist sessions are delivered by the PSHE team in conjunction with the Career Connect PA and using "unifrog" where required.
 - Career Connect PAs provide independent and impartial CEIAG.
 - Careers information is available in both of the College's Libraries, which is maintained by the school librarian and the sixth form supervised study coordinator.
- 3.3 Curriculum The Careers programme includes careers lessons via "unifrog" for all students as part of the school's PSHE programme, both in PSHE lessons and during Team Time. It also includes career guidance activities (group work and individual interviews),

assemblies, the Year 9 Options Choice Programme and the Year 11 Progression interviews. Other focused events include the Future Fairs for Year 9, 10 and 12, and the Year 12 Progression Week which takes place in the summer term.

The programme is broken down into a CEIAG programme for each year group. Students are actively involved in the evaluation of their activities via an end of year survey and parents are similarly asked to offer their views via an online survey on the college website. All these evaluations are published on the college's careers website.

3.4 The Gatsby Benchmarks

The Gatsby Benchmarks were set up by the Gatsby Charitable Foundation and have brought together the best national and international research to ensure high quality CEIAG provision.

These are in the form of eight Benchmarks, as set out below.

The Gatsby Benchmarks	
1.	A stable careers programme. 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.
2.	Learning from career and labour market information. 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.
3.	Addressing the needs of each student. 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.
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 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.
6.	Experiences of workplaces. 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.
7.	Encounters with further and higher education. 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.

8. **Personal guidance.** 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.

Cowley International College has been following these Gatsby Benchmarks for a number of years and is now using them in conjunction with the “Compass+” software as a measure of the success of its Careers provision.

3.5 Partnerships

An annual Partnership Agreement is negotiated between the college and the provider of independent and impartial advice (presently Career Connect) which identifies the contributions to the programme that each will make. In addition, the college has a partnership agreement with the St Helens and Knowsley Hospitals NHS Trust with regard to the work experience opportunities offered to our students in Years 12 and 13.

3.6 Work Related Learning

The Gatsby Benchmarks 5 & 6 outline the role of schools and colleges with regard to students’ experience of the workplace. As such, the role of the Work-Related Learning Mentor(s) at Cowley, guided by the Assistant Principal (Curriculum Developer) should ensure that all students have the opportunity to experience:

- a coherent programme of Work-Related Learning and Enterprise learning opportunities and activities
- a curriculum that integrates Work-Related Learning and Enterprise to enhance students’ learning. These experiences can be used in the college context.

Consequently, at Cowley, students are offered numerous opportunities to meet with potential employers and to experience the workplace. For example:

- in Year 12 Construction and Nursing – 2 days a week work placements with either Whiston Hospital or local builders in addition to their studies
- in Y7-11 PSHE lessons delivering careers and citizenship information - starting to gain an understanding of LMI, potential future careers, future career pathways and workplace rights and responsibilities.
- In Year 12, where all students are expected to complete a Work Experience Placement.

To link with the College’s safeguarding policy all forms of work experience placements are processed through the college’s Work-Related Learning Manager. Regular monitoring is carried out on their quality to comply with the College’s safeguarding policy.

3.7 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 Assistant Principal (Curriculum Developer) is

responsible for the effective deployment of the careers budget. Sources of external funding and resources are used at times whenever these become available.

3.8 Staff development

Staff training needs are identified as part of the annual review of the CEIAG programme. Funding is provided both from the Careers budget and from the college CPD budget. The college will endeavour to meet training needs within a reasonable period of time.

3.9 Monitoring, review and evaluation

The CEIAG programme is reviewed and evaluated on a regular basis by the Assistant Principal (Curriculum Developer) as it forms part of the College Improvement Plan. Annually the programme is also reviewed to identify areas for improvement.

The Partnership Agreement with Career Connect is reviewed twice a year with a full review of the year taking place at the end of the school year. The results of this are used to inform the Partnership Agreement for the following year.