

TITLE: CEIAG Policy	REF: GOV114	VERSION: Version 1
APPROVAL BODY: CEO	DATE: 11/03/2023	REVIEW DATE: 10/03/2025
LEAD PERSON: Policy Coordinator		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. 11/03/2021	CEO	New Policy
2. 25.5.23	CEO	Reviewed

Careers Education, Information, Advice and Guidance and Employability Learning Policy

Our mission is “to deliver excellence in education and to transform lives through learning”, bringing to life our core values of empowerment, enterprise, connectedness and transformation. We work hard to ignite confidence, expand opportunities, energise the community and generate prosperity.

These values are further supported by [our learning philosophy](#), rooted in the dynamics between the brain, motivation and our emotions. Everything we do aims to transform lives through learning. Our Trust thinks differently by focusing on preparation for successful lives and careers; we just happen to deliver qualifications.

We have three pillars of our Strategic Plan, one of which is to become: The Provider of Choice

- Employers choose to engage with our Trust as they recognise and value the quality of education and skills
- Opportunities to influence the skills, knowledge, and attributes of the next generation of employees
- Our schools have strong commitments to work-based learning and this is reflected in all staff taking deliberate actions to embrace and embed our attributes in the students’ curriculum experience

Principles

- We believe that every learning is important and may have needs that require teaching and learning environment and resources reasonable adaptation.
- The most impact in learning happens when learners know why, how etc., therefore we seek to provide learning through practical experience and other means.
- As an organisation we seek opportunities to embed learning and make knowledge and skills relevant to the learning.

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1. Aims

Our Trust aims to ensure that all students have access to independent careers and destinations advice and opportunities to explore to world of work in a variety of employment sectors.

The DfE issued guidance (updated October 2018) which places clear duties relating to independent careers guidance and provider access to schools. The Government's strategy sets out a long-term plan to build a world class careers system aimed at helping young people and adults choose the career that is right for them.

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and improve their careers provision.

2. 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 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 adviser to make the best use of available information.
3. **Addressing the needs of each pupil:** 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 adviser to make the best use of available information.
4. **Linking curriculum learning to careers:** All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
5. **Encounters with employers and employees:** Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.
6. **Experience of workplaces:** Every pupil 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 pupils 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 pupil should have opportunities for guidance interviews with a Careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

We recognise that effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success. Activate Learning Education Trust (ALET/the Trust) has a critical role to play in preparing our young people for the next stage of their education or training and beyond.

Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills, and attitudes for lifelong learning that employer's value. This will help every young person to realise their potential and enhance their employability. ALET is committed to not just fulfilling its statutory requirements in this area but to providing students with exceptional support and guidance throughout their time at an ALET school. We work closely with the Thames Valley Chamber of Commerce and Local Employer Partners.

Students have access to careers information, advice, and guidance throughout their time in education with the schools in our trust.

3. Commitment

ALET is committed to providing students with a planned and progressive programme of careers education, information, advice, and guidance that will increase their knowledge and understanding of the world of work and the qualification pathways suitable for their individual needs.

The careers programmes within our schools contribute to raising aspirations, improving motivation, and overcoming barriers to success. We deliver independent and impartial careers guidance to individual students whenever significant study or career choices are being made. The careers guidance focuses on the specific needs of individuals providing current and relevant information to support students to make informed decisions about their future.

4. Implementation

Leadership and Management

The CEO and other Executive leaders take a lead role with local employer forums. The CEIAG programme is planned, monitored, and evaluated by the careers lead in each school.

The Head teachers and Principals work with their Careers Leads who have responsibility for coordinating the CIAEG provision in their schools.

Staffing

All teaching staff contribute to CEIAG through their roles as tutors and subject teachers. Tutors have an important role to play in signposting students to where they can get further information, advice, and guidance.

We provide access to appropriately qualified, independent, and impartial careers advisers. This guidance is provided either 1:1 or in small group sessions as appropriate and is focused whenever significant study or career choices are being made.

Partnerships

Activate Learning Education Trust, and the schools within, have strong links with local learning providers, apprenticeship and training providers and HE institutions as well as with local and national employers. Students will have access to these links through such means as careers fairs, information events, post 16 information evenings, newsletters, and as requested by students or providers themselves.

Our policy statement on provider access sets out our arrangements for managing the access of providers to pupils at ALET schools for the purposes 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.

Links with parents and/or carers are maintained using a variety of methods (newsletters, letters, options evenings, careers events, post 16 evenings).

Curriculum

The careers programme is embedded into the curriculum of our schools including in PSHE lessons. In addition to this our UTCs run Employer Led Projects each week where students work on projects set by industry partners.

The careers programme includes careers education sessions delivered through PSHE lessons and assemblies throughout Years 7-13. In addition, individual or small group career guidance meetings are arranged for all students in Year 11, 13 and targeted pupils in Year 8 to support with option choices. This service is also available on request to students in all other year groups.

The careers programme also includes visits to universities, employer visits, visits to relevant careers fairs, along with various workshops focused on employability skills.

Careers information resources are available to all students, with access to careers software and the internet easily available.

Work-related learning includes a work experience placement week as outlined in the individual school CIAEG plans. Work experience preparation and follow-up take place in assemblies, tutor time and supported sessions. Data on student destinations is be widely available and easily understandable by all stakeholders through all aspects of our careers programme.

5. Monitoring, Evaluation and Review

Schools will each publish their individual CEIAG plans on their websites and share these with the Trust for review.

Senior Leadership Team leads in each school will work collaboratively with each other and the Head of Employer Engagement Strategy for the Trust ensuring schools are sharing best practice and resources wherever possible.

The SLT Lead in each school will be responsible for the monitoring, review, and evaluation of the programme in their local setting. Students will be consulted on the impact of the CEIAG programmes and changes may be made as a result.

The programme will be part of a continuous evaluation, both formally and informally by discussion with key stakeholders, including teachers delivering the programme, students, staff and parents/guardians. This will take place in a variety of formats including but not limited to:

- Use of the Compass tool reviewing our provision against the Gatsby Benchmarks
- All students complete an annual careers and destinations survey
- Evaluation forms will be completed by students at the end of careers activities, employer led projects and small focus groups of students will be convened to discuss the quality of the careers programme
- Surveys will be sent home to parents/guardians
- Review of destinations data

The programmes within the trust will be reviewed annually by SLT Lead in each school and the Head of Employer Engagement Strategy for the Trust.

6. Legislation and statutory requirements

This policy is based on statutory guidance from the Department for Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/1810_08_schools_statutory_guidance_final.pdf

7. Links with other policies

This policy is linked to.

Provider access policy