



*Creative  
Education  
Trust*

# Careers Education, Information, Advice and Guidance Policy

<b>Policy Owner</b>	Trust Lead for Careers and Employability
<b>Approved by</b>	Education Standards Committee
<b>Last reviewed on</b>	September 2024
<b>Next review date</b>	January 2025



## Contents page

1. Introduction.....	3
2. Policy scope.....	3
3. Statutory requirements and expectations.....	3
4. Roles and responsibilities.....	4
5. Funding and resourcing.....	4
6. Support agencies and providers.....	5
7. Parents and Carers.....	5
8. Monitoring, Evaluation and Reporting .....	5
9. Appendix 1: Gatsby benchmarks.....	6
10. Appendix 2: Careers activities by school for years 7-11/13.....	7



## **1. Introduction**

- 1.1 Creative Education Trust believes that all our pupils deserve the best start in life. We are ambitious for every child to become an educated, confident, active, and responsible citizen. Whether going on to university, securing an apprenticeship or entering the workplace, we want every young person who leaves a Creative Education Trust school to have real choices. That is why, as well as academic excellence, we seek to provide the best possible careers education, support, and guidance, as well as unique extra-curricular opportunities for every pupil to discover what they're good at and where their passions lie.
- 1.2 Creative Education Trust schools aim to equip all their pupils with the skills, knowledge, confidence and understanding to support their lifelong learning and chosen career path.
- 1.3 The Careers, Education, Information, Advice and Guidance policy supports and is underpinned by each school's policies for Teaching and Learning, Assessment, SEND, SMSC and Behaviour for Learning, and by the School Improvement Plan.

## **2. Policy scope**

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to pupils in years 7-13. The policy has been reviewed in line with recent guidance from the Department for Education, including the guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (DfE, updated January 2023).
- 2.2 This policy accepts the 8 Gatsby benchmarks (outlined in Appendix 1) as set out in the DfE guidance.
- 2.3 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.4 All members of staff in Creative Education Trust schools are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor.
- 2.5 It is important for pupils to leave Creative Education Trust schools aware of themselves, what they enjoy and what they're good at. They should be aware of the opportunities available to them after school and be prepared for the transition from full time education to the world of work.

## **3. Statutory requirements and expectations**

- 3.1 Creative Education Trust schools are committed to fulfilling their statutory duties in relation to CEIAG. Statutory duties include:
  - All registered pupils at the school must receive independent careers advice in Years 7-13 which meets national guidelines for good practice, preparing pupils for their futures.



- Careers advice must be represented in an impartial manner, showing no bias towards a technical or academic route.
- Guidance must be in the best interests of each pupil.
- Schools must provide opportunities for a range of education and training providers to access pupils in years 7-13 to inform them about approved technical education qualifications and apprenticeships. Our schools will comply with the new legal requirement to put on at least six encounters (two per key stage) with providers of approved technical education qualifications or apprenticeships, including:
  - Two encounters for pupils during years 8-9 that are mandatory for all pupils to attend.
  - Two encounters for pupils during years 10 or 11 that are mandatory for all pupils to attend.
  - Two encounters for pupils during years 12 or 13 that are mandatory for the school to put on but optional for pupils to attend.
- All schools must have a clear policy setting out the manner in which providers will be given access to pupils (Please see Provider Access Policy Statement).
- Schools must publish information on their careers programme and Provider Access Policy on their website.
- The careers programme must raise aspirations, challenge stereotypes, and support social mobility by improving opportunities for young people.

3.2 Creative Education Trust schools will continuously monitor their Careers Education, Information, Advice and Guidance offer and seek further improvement, as outlined under 'Monitoring, Evaluation, and Reporting'.

#### **4. Roles and Responsibilities**

- 4.1 The Bulwell Academy's senior leadership team is responsible for ensuring that careers have an uncompromised profile in the curriculum, and that the school's careers leader or adviser, who is a Level 6+ qualified careers professional, is enabled and resourced to meet the statutory requirements for CEIAG.
- 4.2 The Bulwell Academy's careers leader is responsible for the school's strategy for meeting the objectives and statutory duties outlined above, the delivery of them to every child, and the evaluation of each element according to criteria agreed with the responsible SLT member. The careers leader will ensure that the school's careers programme:
- Is based on the eight Gatsby Benchmarks
  - Meets statutory guidance
- 4.3 The Bulwell Academy also employs a career advisor, trained to level 7, who provides personal guidance to pupils in areas such as labour market information, career pathways, progression routes, developing goals and making decisions.
- 4.4 It is recommended that, where possible, the school's Academic Improvement Board's or Academy Council retains a link member for Careers, responsible for supporting careers as a strategic priority in the school's Improvement Plan, and for assisting schools to access local business networks and employers. This role is intended to ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
- 4.5 Creative Education Trust's central Programmes team complements schools' statutory provision by organising cross-Trust events, competitions and other activities that expose pupils further to the world of work, providing opportunities for pupils to discover



what they enjoy and what they are good at. In partnership with schools, the Programmes team have designed an employability journey and employability resources (including workbooks and teacher notes) to support careers education in schools.

## 5. Funding and resourcing

- 5.1 Funding for CEIAG, sufficient to deliver the list of entitlements above, is allocated in every Creative Education school's budget. Creative Education Trust schools are encouraged to explore additional sources of external funding or services in kind from local businesses and employers.
- 5.2 Where potential economies of scale are realised in procuring external provision on behalf of several schools, the Programmes team negotiate contracts and quality assess the performance of external providers using evaluation data supplied by each school's Careers Leader or Adviser.
- 5.3 Schools are expected to allocate a reasonable portion of their budget towards participation in the cross-Trust events, competitions and other activities organised by the central Programmes team. These activities are subsidised by a central budget for Programmes.

## 6. Support agencies and providers

- 6.1 On behalf of its member schools, Creative Education Trust has an annual agreement with the following services: Future First to manage the electronic platform for the alumni network and deliver careers events in schools; and destinations platform Unifrog to support pupils' decision making. Schools are expected to make full use of these subscriptions to ensure they are of benefit to pupils and their career decisions.
- 6.2 In addition, **The Bulwell Academy**, contracts Futures for You to deliver careers advice.

## 7. Parents and Carers

- 7.1 Creative Education Trust recognises the important role that parents and carers have in their child's career development. Parental or carer involvement is encouraged at all stages. Parents are welcome to attend careers appointments where appropriate.

## 8. Monitoring, Evaluation and Reporting

- 8.1 The implementation of the careers programme will be monitored by Directors of Creative Education Trust through their line management of senior school leaders.
- 8.2 The school Headteacher/Principal will ensure that:
  - The work of the Careers Advisor and CEIAG events are supported and monitored
  - A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
  - The effectiveness of this policy will be measured in a variety of ways:



- Feedback from stakeholders through mechanisms such as pupil and parent surveys
- Feedback from external visitors to the school such as Ofsted
- the number of pupils 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.

## 9. Appendix 1

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, 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 best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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 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 activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences 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 to 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.



## 10. Appendix 2:

Year	Theme	Term	Delivery
<b>7</b>	<b>“Awareness”</b> <ul style="list-style-type: none"> <li>• Careers Questionnaire</li> <li>• Introduction to Careers (Library/ Unifrog)</li> <li>• Progression to University</li> </ul>	1 2 3	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Assembly</li> <li>• <b>Assembly (NTU)</b></li> </ul>
<b>8</b>	<b>“Understanding”</b> <ul style="list-style-type: none"> <li>• Careers on the Web</li> <li>• Raising Aspirations through Labour Market Information analysis</li> <li>• Progression to University</li> </ul>	1 2 3	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Assembly/Careers Fair</li> <li>• Visit to HE Provider</li> </ul>
<b>9</b>	<b>“Choices”</b> <ul style="list-style-type: none"> <li>• Your Future – Curriculum Choices</li> <li>• Employer Visit</li> <li>• Raising Aspirations</li> <li>• Face your Future</li> <li>• 1-to-1’s with Futures 4U</li> <li>• STEM Activities</li> </ul>	1 1 2 2 2 3	<ul style="list-style-type: none"> <li>• Assembly/Parents Meeting</li> <li>• Employer Visit to Academy</li> <li>• Careers Fair</li> <li>• Alumni Day</li> <li>• Student interviews</li> <li>• Challenges in curriculum</li> </ul>
<b>10</b>	<b>“Development”</b> <ul style="list-style-type: none"> <li>• Careers Questionnaire</li> <li>• Careers Fair</li> <li>• HE Workshops</li> <li>• Careers Fair</li> <li>• STEM Activities</li> <li>• Work Experience</li> </ul>	1 2 2 2 3 6	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• External Visit</li> <li>• Raising Attainment with Resilience (NTU)</li> <li>• In class</li> <li>• 1-5 days visit to employer</li> </ul>
<b>11</b>	<b>“Decisions”</b> <ul style="list-style-type: none"> <li>• FE Pathways Guidance</li> <li>• Application and CV Writing</li> <li>• 1-to-1’s with Futures 4U</li> <li>• Inspirational Speaker</li> <li>• <b>Raising Aspirations</b></li> <li>• College/Sixth Form Taster Sessions</li> <li>• Becoming Alumni</li> </ul>	1 1 1 1 2 2 4	<ul style="list-style-type: none"> <li>• Assemblies and Open Days</li> <li>• Personal Development Workshops</li> <li>• Student interviews</li> <li>• Parents Evening</li> <li>• Careers Fair</li> <li>• Small groups Visits</li> <li>• Alumni Sign Up</li> </ul>