



**CAREERS EDUCATION, INFORMATION
& GUIDANCE (CEIAG)
and
PROVIDER ACCESS POLICY**

Issue Date: November 2020

Next Review Date: November 2021

Approved By: ELT

Approval Date: November 2020

INDEX

1.0	The Policy Statement	page 3
	1.1 Purpose	page 3
	1.2 Aims	page 3
2.0	Entitlement Statements	page 3
	2.1 Student Entitlement	page 3
	2.2 Parent/Carer entitlement	page 3
	2.3 Provider entitlement	page 4
	2.4 Equality and Diversity	page 4
3.0	Delivery of the CEIAG provision	page 4
	3.1 Place within the Curriculum and Tutorial Support system	page 4
	3.2 Monitoring and tracking of young people	page 4
4.0	Management of CEIAG Provision	page 4
	4.1 Management	page 4
	4.2 Staffing	page 4
	4.3 Provision of external and Independent careers guidance	page 4
	4.4 Other formal and informal partnerships	page 5
	4.5 Information resources	page 5
	4.6 Budget	page 5
	4.7 Staff Development	page 5
	4.8 Monitoring, review and evaluation	page 5
	Appendices	page 6
	A. Leadership & Management – Named Contact	
	B. Staffing	
	C. Provision of External and Independent Careers Guidance	
	D. Other Formal & Informal Partnerships	
	E. Information Resources	
	F. Careers Education Plan	
	G. Student Entitlement	
	H. Parent Entitlement	

I. Provider Entitlement

1 The Policy Statement

1.1 Purpose

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

1.2 Aims

Falcon Education Academies Trust has a statutory requirement when delivering careers education in Thornaby Academy, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programmes:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

2 Entitlement Statements

2.1 Student entitlement

Teachers at Thornaby Academy and qualified career professionals will support students' career development in a number of ways including:

- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings,
- Drop-in sessions, enrichment activities and on results days.
- Careers information and I.T based careers programmes.
- Information and updates on notice boards, plasma screens and the academy website.
- The academy uses a tracking system to identify the needs of all students to target students who require early or additional support in their transition. Students, parents/carers and academy staff can refer students for one-to-one careers support. Students can access CEIAG through one-to-one interviews, workshops and enrichment activities.

2.2 Parent/Carer entitlement

Parents can access careers support for their child in a variety of ways including:

- individual meetings
- drop-in sessions, options and parents evenings and on results days

- Careers information and computer-based careers programmes, such as the Portal and National Careers Service website.
- Information and updates on the academies' website and Twitter

2.3 Provider entitlement

Providers (Apprenticeship Providers, Employers, Colleges and UTCs etc.) can access students to promote their programmes in a variety of ways including:

- Lunchtime drop-in sessions – weekly visits from local colleges that promote the courses available
- Careers & Aspirations Fair – large event where all providers can access parents and students
- Key Stage 3 & 4 Options Evenings – focused next step curriculum and career pathway events for choices at GCSE, A Level and beyond.
- Respect Days – Whole school careers themed events

2.3 Equality and Diversity

The careers education and guidance delivery satisfies the requirements of the school's Equal Opportunities Policy. All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

3 Delivery of the CEIAG provision

3.1 Place within the Curriculum and Tutorial Support system

The careers curriculum has been devised following the guidance of the ACEG National Framework for all year groups in core provision and/or drop-down days. This is supplemented by the following:

- Programme of assemblies, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information by qualified careers professionals.
- On drop-down days a wide variety of companies and apprenticeship providers may also attend offering advice and guidance.
- Academies may also organize specific events for parents/carers and students to provide specialist support.

3.2 Monitoring and tracking of young people

Falcon Education Academies Trust places a responsibility on its Academies to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention.

The academy tracks:

- Intended destinations
- Supports the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- Offering individualized support to those students who are at risk of becoming NEET or become NEET.
- The academy maintains records of all CEIAG interventions and interviews.
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support.

4 Management of CEIAG Provision

4.1 Management

The CEIAG Programme and work experience is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents and the wider community. This area is supported by a nominated link member of the Academy Advisory Board.

4.2 Staffing

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders Learning Managers and Careers Professionals. Staff training is provided on a regular basis and updates are given in briefing. Staff are provided with guidance sheets, handouts and option booklets. All staff have access to the Careers Inc Portal which includes specific information and resources.

4.3 Provision of external and Independent careers guidance

Independent and impartial careers advice and guidance is provided via qualified careers professionals, a range of CEIAG computer-based programmes and websites in addition to our links with businesses and training providers. Students are also encouraged to access the National Careers Service via a link on the academy website.

4.4 Other formal and informal partnerships

The academy has a range of formal and informal partnership arrangements including with post-16 apprenticeship providers, UTCs, colleges, employers, HE and training providers.

4.5 Information resources

A range of careers information, in a variety of formats, is provided in the Library so that it is accessible to all students. Resources are managed in the academy to ensure that they are up to date and meet the needs of all students. The Careers Inc Portal also provides quality assured information, links to other approved websites and online resources are also signposted.

4.6 Budget

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchased priced materials.

4.7 Staff development

All staff should have access to a minimum of 1 hour per year through CPD time to update themselves in relation to current developments in careers pathways. Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

4.8 Monitoring, review and evaluation

A report will be submitted to the Educational Advisory Board on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental response to provision.

Appendix A: Leadership & Management – Named Contact

Position	Name	Title
Trustee member		
Named Contact Academy Leadership Team	Diane Griffiths	Assistant Principal
Operational Leader	Diane Griffiths	Assistant Principal

Appendix B: Staffing

Position	Name	Title
Learning Managers	Sharon Atkinson Elaine Graham Neil Riley	LM for Year 11 LM for Years 7 and 10 LM for Years 8 and 9
Curriculum Leaders	Laura Travis Louise Wilson Gary Griffiths Amy Glanville Perez Ainsworth	DoL for English DoL for Maths DoL for Science DoL for Humanities, MFL , Business & ICT DoL for Music, Arts & Technology

Appendix C: Provision of External and Independent Careers Guidance

Organisation	Name	Title
Careers Inc	Jonathon Rewcastle	CDI Registered Careers Adviser

Appendix D: Other Formal & Informal Partnerships

Organisation	Name	Title
Tees Valley Combined Authority	Suzanne Strathern Charlotte Murray	Careers & Enterprise Co- ordinator Project Coordinator (Opportunity North East) FutureMe Programme

Appendix E: Information Resources

Organisation	Resource	Location
Careers Inc.	Online Portal	Academy Website
Careers Library	Prospectus for local colleges Prospectus for Apprenticeships	
Noticeboards		Year group corridors

Appendix F: Careers Education Plan

Year	Theme	CDI Framework	Careers Education Activities	Information Advice & Guidance
7	My identity, qualities and values	Self-awareness (1) Self-determination (2) Self-improvement as a learner (3) Exploring careers and career development (4) Investigating jobs and LMI (7) Valuing equality, diversity and inclusion (8)	<p>Induction: ‘All about me’ forms, exploring school values and how they link to employability skills, identifying hopes and dreams</p> <p>PSHE/RSE Curriculum: Discrimination and bullying in the workplace, creating a professional online image, exploring how choices can affect future.</p> <p>Respect Day 2: Developing entrepreneurial skills in ‘Enterprise Day’</p> <p>Careers Fair: Exploring career pathways and meeting employers. Exploring the local labour market</p>	1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options (Parents evening)
8	Overcoming barriers	Self-awareness (1) Self-determination (2) Self-improvement as a learner (3) Exploring careers and career development (4) Investigating work and working life (5)	<p>PSHE/RSE Curriculum: Dealing with conflict professionally (‘fierce conversations’), How choices can affect future, workers rights</p> <p>Respect Day 2: Aspiration-the importance of dreaming big, how school curriculum prepares us for the future, researching career routes</p> <p>Options preparation: Consultation, information sharing, parents evening and options booklet</p> <p>Careers Fair: Exploring career pathways and meeting employers. Exploring the local labour market</p>	1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options (Parents evening)

Thornaby Academy Careers Education, Information & Guidance Policy – CEIAG

		Investigating jobs and LMI (7)		
		Learning about safe working practices and environments (9)		
9	Developing and protecting my professional skill set	Investigating work and working life (5) Understanding business and industry (6) Preparing for employability (11) Showing initiative and enterprise (12)	PSHE/RSE Curriculum: University life, health and safety responsibilities, impact of a criminal record Respect Day 2: Child employment laws and regulations, acquiring and describing employability skills Careers Fair: Exploring career pathways and meeting employers. Exploring the local labour market	1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options (Parents evening)
10	Projecting the best version of me	Preparing for employability (11) Showing initiative and enterprise (12) Identifying choices and opportunities (14)	PSHE/RSE Curriculum: Managing deadlines and work pressures, maintaining a professional image both on and offline, preparing for the future Respect Day 2: C.V. writing, interview skills RE/Life: Rights and responsibilities, achieving life goals and being a success Careers guidance: Presentations from external providers, student voice analysis, STEM careers. Work experience College taster days Mock interviews and applications Careers Fair: Exploring career pathways and meeting employers. Exploring the local labour market	1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options (Appointments NECOP)
11	Taking the next step	Making the most of careers information (10)	RSE Curriculum: Rights and responsibilities, life goals and being successful	1-2-1 guidance is available to discuss Sixth Form, Further Education, Apprenticeships and Post 16 and 18 options

		Preparing for employability (11)	Careers guidance:	(Appointments Careers Inc & Youth Direction)
		Showing initiative and enterprise (12)	Applying to college	
		Identifying choices and opportunities (14)	Independent living	
		Developing financial capability (13)	How to prepare for job interviews	
		Identifying choices and opportunities (14)	Health and Safety at work	
		Planning and deciding (15)	How do trade unions protect us	
		Handling applications and transitions (16)	Students will have a 1:1 meeting with an Independent Careers Adviser from CareersInc and develop a careers pathway	
		Managing changes and transitions (17)	College open evening events (Virtual)	
			Weekly drop-in session (Post Covid) and assemblies on progression pathways and college provision.	

Appendix G: Student Entitlement

Investing in your Future

The careers education and guidance programme at a Falcon Education Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations.

As a pupil at a Falcon Education Academy you are entitled to a careers education and guidance programme which:

- is personal to you and always puts your interests first
- motivates and inspires you to consider all opportunities open to you within and outside of Thornaby Academy
- helps you to gain the skills you need to make your career ambitions a reality
- provides the support you need to be successful
- helps you access any additional support you might need
- is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information

- protects and respects your personal information and shares it only with your consent
- always puts your interests first

Together with a range of career professionals, businesses and training providers we will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards and plasma screens
- Thornaby Academy website

Appendix H: Parents Entitlement.

Investing in your Son/ Daughter's Future

Research has consistently shown that parents and carers are **the** most influential factor in students' decisions about the future. Your support and encouragement influences their choices, and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even be invented yet!

There are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs)
- Discuss where they want to be and research how to get there (lots of great resources in the Academy and on the internet)
- Use the links on the academy website
- Encourage them to seek out the advice and experiences they need to help them achieve their goals
- Help them with the steps they need to take

Together with a range of career professionals, businesses and training providers we will support your son's/daughter's career development in a number of ways including:

- Information and discussion in lessons and assemblies to help them make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities, parents and option evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards, plasma screens and websites

You are welcome to attend your child's careers meeting and we encourage you to contact Thornaby Academy if you need any more help or information.

Appendix I: Provider Entitlement.

This appendix sets out the Academy's arrangements for managing the access of providers to pupils at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

Management of provider access requests

Procedure

A provider wishing to request access should contact – *See named contact in Appendix A*
Telephone: *Please telephone the main academy number to make contact.*

Opportunities for access

The Academy will arrange a Careers events and opportunities as part of the next step planning and setting the aspirations of our students. These days are integrated into the Academy careers programme and will offer providers an opportunity for all external providers to come into the Academy to speak to pupils and/or their parents/carers. Details of these can be found within this policy and the careers section of the website.

We also arrange a series of Lunchtime drop-ins. These are provided by local colleges and are designed to provide information about the progression pathways and courses available.

Please speak to our Careers named contact to identify the most suitable opportunity for you.

Premises and facilities

The Academy will make space available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception, for display in the library. The Library is available to all students at lunch and break times.