



Guru Nanak Sikh Multi Academy Trust

**GNSA Secondary Careers
Education, Information, Advice
and Guidance (CEIAG) Policy
2023 - 2024**

Any reference in this policy to **parents** means;

- All natural, parents whether they are married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care of a child or young person i.e. lives with and looks after the child

MAT means Multi Academy Trust

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**GNSA SECONDARY CAREERS EDUCATION,
INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY**

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Updated	Next Review	Reviewed by	GB/Committee Ratification
May 2023	May 2024	AP	23.09.2023

INTRODUCTION

The Academy has a statutory duty to secure independent careers guidance for all year 8 to 11 pupils (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2023). Our aim at Guru Nanak Sikh Academy is for all pupils to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support pupils in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions.

AIMS

Careers Education, Information, Advice and Guidance (CEIAG) at GNSA will:

- provide good quality independent careers advice to pupils which inspires them and motivates them to fulfil their potential.
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all pupils.
- be based on the Gatsby Benchmarks for Good Careers Guidance.
- contribute to the raising of student achievement by encouraging pupils to develop high aspirations and consider a broad and ambitious range of careers.
- provide opportunities to work in partnership with employers, training providers, local colleges and others.
- provide opportunities to inspire pupils through real-life contact with the world of work.
- develop enterprise and employability skills including skills for self-employment.
- support inclusion, challenge stereotyping and promote equality of opportunity.
- encourage pupils to see career development as a life-long process.
- develop pupils' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI).
- ensure pupils are aware of the full range of academic and technical routes available at each transition point so that pupils have the necessary knowledge to make successful transitions.
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces.

- support social mobility by improving opportunities for all pupils, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and be weaved and embedded into subjects across the curriculum (including PSHE / Lifeskills).

COMMITMENT

The aim of our CEIAG provision is to raise our pupils' aspirations, to broaden their horizons, to inspire, and to empower them to make informed, realistic decisions at key transition points in learning and work.

The Academy has a statutory duty to ensure that all pupils are provided with independent careers guidance from year 7 to year 11 and year 12 to year 13. This independent guidance includes employer talks, mentoring, and access to online and telephone support. Personal guidance is provided by EDT. Additional careers guidance is provided by Unifrog, our online destinations platform for pupils.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

Each student is entitled to:

- independent and impartial careers guidance.
- access to external sources of information on the full range of education and training options.
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications.
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point.
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers).
- have access to good quality LMI and be supported to use this data to inform their decisions.
- at least one careers interview by the age of 16 with a L6 career professional and
- at least one experience of a workplace by the age of 16.

The Academy abides by the Inspiring IAG Code of Practice (Appendix B) and is committed to gaining the Quality in Careers Standard.

IMPLEMENTATION

Management

The Careers Leader has the overall responsibility for all aspects of the CEIAG programme.

Roles and Responsibilities

All Academy staff contribute to CEIAG through their roles as tutors and subject teachers.

There is a CEIAG team of key staff who each have specific roles:

Dr Punam Bhullar, Assistant Principal; responsible for the provision and monitoring of Future Pathways, a planned CEIAG programme.

Mrs Dina Khilnani, PSHE Co-ordinator; responsible for the delivery of CEIAG through the PSHE curriculum.

A designated Director, Donald Lawrence has responsibility for overseeing the quality of careers guidance and supporting employer engagement.

The Academy is supported on a strategic level by an Enterprise Advisor from LEAN.

For further information on CEIAG roles and responsibilities please see Appendix C.

EDT provides additional careers guidance interviews and one to one support for targeted pupils. The Academy works with the Local Authority and a range of voluntary / statutory agencies to identify and support pupils who need targeted support and those at risk of not participating post-16. This includes pupils with vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes pupils with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

External Partnerships

The Academy works with a range of local employers, education and training providers to provide independent advice to pupils.

This provision includes:

- a biennial career fair.
- Employability Workshop (for all year 10 pupils).
- work experience (for all year 12 pupils).
- careers talk.
- mentoring.
- STEM Inspiration Day and events.
- workplace visits.

- visits to FE and HE institutions.
- personal development planners.
- Access to Unifrog.
- curriculum projects and
- National Careers Week.

The Academy provides opportunities for a range of education and training providers to access all pupils in years 7 to 13 for the purpose of informing them about approved technical educational qualifications or apprenticeships. The Academy has a published policy statement setting out arrangements for provider access. This is available on the Academy website.

Two encounters for pupils during the 'first key phase' (Year 8 or 9) that are mandatory for all pupils to attend.

Two encounters for pupils during the 'second key phase' (Year 10 or 11) that are mandatory for all pupils to attend.

Two encounters for pupils during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

The Academy actively promotes parent / carer involvement through CEAIG events, parental newsletters, the Academy website, careers support at parental evenings and optional parental attendance at pupils' individual guidance sessions.

RESOURCES

The budget for careers is allocated on an annual basis. Additional resources can be requested.

The Careers Leader has responsibility for the management and deployment of the careers budget and careers resources.

STAFF DEVELOPMENT

Training needs are identified through performance management, staff appraisals, line manager meetings and CEIAG team meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through CEIAG team meetings and the Academy CPD programme. Staff development is monitored by line managers.

CURRICULUM

The Academy delivers careers education through a combination of methods:

- Careers units in PSHE lessons.

- Tutorial programmes for all year groups.
- Collapsed timetable days focusing on employability and enterprise skills for Year 10.
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits and motivational speakers)
- Work shadowing programme (Year 10).
- Careers assemblies.
- Biennial careers fair.
- Workplace visits, FE and HE visits.
- Building My Skills – Professional development planner (Years 7-8).
- Careers library based in the Careers office (resources are relevant and updated on a regular basis).
- National Careers Service website and remote assemblies.
- LEAN support (assemblies and workshops).
- ASK Apprenticeship programme (assemblies and workshops).
- Individual careers guidance sessions with a qualified careers professional in Year 11 & Year 13 for all pupils (identified pupils receive additional careers guidance sessions and support prior to year 11). In addition, pupils (years 7 -10 & 12) can request a careers guidance session.
- Creating a learning environment which allows and encourages pupils to tackle real-life challenges and employer-based curriculum projects / challenges.

More details of the careers programme are published on the Academy website and included in our career's strategy document.

Key Stage 3 Provision

- Subject areas promoting careers within curriculum areas.
- Tutorial programme.
- PSHE / Life Skills lessons focusing on personal development, careers, employability skills, local labour market information.
- Access to online independent, impartial advice via online packages and the National Careers Service.
- Workplace visits, college and university visits.
- Access to CEAIG enrichment and extra-curricular activities and events including careers talks.
- Careers fair in school.
- STEM Inspiration Day.
- Access to guidance interviews (by student / parent request).

By the end of Key Stage 3 all pupils will have:

- A better understanding of their strengths, achievements and areas for development.
- A better understanding of the full range of 14-19 opportunities for progression.
- An understanding of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research opportunities including to support them with their Key Stage 4 options.

- Received appropriate advice and guidance on Key Stage 4 options and
- Prepared an individual action plan that sets broad learning and work goals.

Key Stage 4 Provision

- Subject areas promoting careers within curriculum areas.
- Tutorial programme.
- Careers & Enterprise programme (provided by Study Skills) including mock interviews with employers.
- Careers fair in school.
- Participation in Work Discovery.
- College and university visits.
- Individual careers interviews in Year 11 (additional support for identified pupils).
- Apprenticeship Awareness programme.
- Access to online independent, impartial advice via online packages and the National Careers Service.
- Use of the career's library.
- CEAIG assemblies.
- Workplace visits, college and university visits.
- CEAIG collapsed timetable day focusing on enterprise and employability skills.
- Access to CEAIG enrichment and extra-curricular activities and events.
- Work shadowing (Year 10).

By the end of Key Stage 4 all pupils will have:

- Enhanced their career management and employability skills.
- Used online packages and other sources of advice to investigate and explore progression routes.
- The opportunity to experience the world of work through a work placement and workplace visits.
- Been given direct access to employers, colleges and training providers.
- Been given independent, external one to one advice on post-16 options and pathways.
- Completed an employability folder which includes a CV, personal statement and evidence of a mock interview and
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

More details of the careers programme are published on the Academy website.

ASSESSMENT

Careers learning is assessed using the learning outcomes from the CDI Framework for Careers, Enterprise and Employability Education. Student progress and the quality of work is assessed through a range of assessment methods including self-assessment, peer assessment, self-evaluation and teacher assessment.

The Academy Quality Assurance procedures are used to QA careers provision through termly work scrutiny, learning walks, lesson observations and student focus groups.

MONITORING AND EVALUATION

The CEIAG team meet on a regular basis to develop, monitor and evaluate CEIAG across the Academy.

The Academy's progress towards achieving the Gatsby Benchmarks is evaluated using the online Compass tool (as recommended in Careers guidance and access for education and training providers Jan 2018). This is carried out on an annual basis by the Careers Leader. The CEIAG development plan is based upon the outcomes of the Compass audit.

Provision is also monitored through regular feedback from pupils, staff, governors and our partners. This feedback is collected through questionnaires and focus groups following key careers activities and at the end of each academic year. This is analysed by the Careers Leader with actions being fed back to staff via CEIAG team meetings. Key action points are also included in the annual CEIAG action plan.

External provision is monitored and evaluated through the Academy's Quality Assurance procedures including observations, work scrutinies, student, and if appropriate parental, voice. This is analysed by the Careers Leader with actions being fed back to staff via CEIAG team meetings. Key action points are also included in the annual CEIAG action plan.

The effectiveness of our career's guidance will be reflected in the higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (DfE) is used to assess how successfully pupils make the transition into the next stage of education or training, or into employment and to inform future CEIAG provision. This is analysed by the Careers Leader with key trends and actions fed back to SLT and Governors. Action points are also included in the annual CEIAG action plan.

The quality of careers lessons is monitored through the Academy Quality Assurance processes with a termly work scrutiny, observations and learning walks. Staff receive feedback from their line manager. This is used to inform Performance Management.

A designated Director has responsibility for overseeing the quality of careers guidance. The Careers Leader reports to the Principal and Governor for CEIAG on a termly basis with a formal written report.

The CEIAG policy is reviewed on an annual basis by the Careers Leader. This is ratified by Governors.

LINKS WITH OTHER POLICIES

This policy supports and is underpinned by key Academy policies including those for Teaching and Learning, PSHE, Equal Opportunities and Diversity, Gifted and Talented, Safeguarding, Provider Access, Work Experience and SEND.

MONITORING THE IMPLEMENTATION AND EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

The eight Gatsby Benchmarks are the foundation of the Careers Strategy, a statutory requirement for maintained schools, academies, further education colleges and sixth form colleges.

Providing high-quality careers guidance in schools and colleges is vital to young people so they can make well-informed decisions on their future.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

For more information on Gatsby Benchmark, [click here!](#)

APPENDIX B

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance^[1] and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified^[2] senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent^[3] careers guidance^[4], at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

CEAIG Team - Roles and Responsibilities

Punamdip Bhullar

Assistant Principal – Careers and STEAM

- Strategic leadership of CEIAG across the Academy
- Prepare and implement CEIAG development plan.
- Provision of a planned CEIAG programme / development of annual careers plan
- Schemes of work for careers education
- Monitor CEIAG provision and take up of careers guidance.
- Analysis and tracking of destination data.
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers.
- Liaise with tutors, Progress Leaders, SENCO to identify and support pupils with careers guidance.
- Secure student access to personal careers guidance
- Promote careers across the curriculum; liaise with PSHE lead and Subject Leaders to plan careers education.
- Lead in house training / CPD for staff.
- Brief and support staff involved with delivery of CEAIG.
- Maintain own CPD.
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG
- Advise SLT and Governors on policy, strategy and resources for CEIAG.

Dina Khilnani

PSHE Coordinator

- Coordinate careers education at through PSHE

Melanie Kindley-Deeks

Careers Advisor EDT

- Careers guidance interviews

Anna Hirst & Jamela Khan

Enterprise Coordinator

- The London Enterprise Adviser Network helps young people to build the skills and experiences they need to lead successful futures. It does this by connecting businesses with GNSA. This ensures that young people are aware of all the career pathways and opportunities available to them.

Additional Staff Responsibilities:

SENCO

- Provide support to SEN pupils to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the Academy's statutory responsibility to pupils with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

All Teaching Staff

- Link curriculum areas to careers.
- Support the development of employability skills.
- Promote progression routes within their curriculum area.
- Develop external links to support CEIAG within curriculum areas.
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost pupils to appropriate CEIAG advice and information.

Pastoral Team

- Ensure they are familiar with the Academy career plan and its objectives.
- Working with the CEIAG team to provide additional support for the NEET risk group.
- Encourage pupils to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the CEIAG team
- Tutors deliver tutorial careers programme.
- Year 10 tutors support delivery of the Work Shadowing programme.
- Support pupils with careers action plans (Year 11 & 13 tutors)
- Engage with Academy careers CPD.

[1] "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

[2] "Appropriately qualified" in this context means careers advice and guidance qualified

[3] "Independent" means external to the organisation

[4] "Career guidance" as defined by the DfE. *"Careers Inspiration in Schools" March 2015*