



Careers Education, Information, Advice and Guidance (CEIAG)

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SLT member: Charlotte Roberts

Chief Executive Officer _____

Chair of Trustees _____

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

Orion Academy recognises that effective careers education, information, advice and guidance (CEIAG) can help to motivate our students to maximise achievement whilst at school and to develop independence skills and skills for life.

CEIAG is viewed as an essential part of the whole-school curriculum for all students and not just for Year 11 students: the school aims to establish a stable careers programme from Year 6 through to Year 11. As the learners at the school have a range of complex learning needs, we understand that the provision needs to be delivered in a meaningful and appropriate way for each stage of learning. This involves providing a balance between different elements of their learning, such as class-based work, work experience, enrichment opportunities and enterprise activities; all at a time appropriate to their individual stage of learning.

It is important that all students view careers as being something for everyone and that they are challenging stereotypes and understanding work in its broadest context: full time, part time, supported, voluntary etc.

The school's aims for CEIAG

Rapid changes in the world of work now and in the future make it essential for our learners to take an active role in their career education from an early stage and so our career programme focuses on individual participation, using students' Education, Health and Care Plans (EHCPs) to establish and monitor long-term outcomes to ensure a more active role by the student.

We emphasise gaining meaningful qualifications in the core subjects of English and mathematics as we recognise the value of basic literacy and numeracy and this has been proven by recent educational research:

'Despite a focus on improving standards in education, too many young people in Britain are still leaving school without the basic literacy and numeracy skills needed to be successful in work and the rest of life.' (Inspiring Growth: CBI/Pearson Education Skills Survey 2015).

Along with this, through our CEIAG provision we aim for our students to have

- a better understanding of themselves and the world of work,
- made further developments in their employability skills,
- have or be making plans to manage change and transition to their next stage, including development of career skills, attitudes and qualities,
- have access to a wide range of work and career related opportunities, including
 - a) meaningful encounters with employers and local business and
 - b) at least one experience of a workplace.

The Gatsby Benchmarks

The Gatsby Foundation has developed 8 benchmarks which provide schools and learners with the framework for high quality encounters; outlining the experiences and information each learner should have access to so that they can make informed and aspirational decisions about their futures.

The 8 benchmarks are as follows:

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

Over the next year, Orion Academy will be working to ensure that all 8 benchmarks are covered to offer high quality careers education across the school.

To meet the benchmarks, we will be undertaking the following activities amongst others:

- creating displays around the school to advertise the local careers market, promote pathways for Key Stage 5 and to support the development of skills relevant to the world of work,
- work in partnership with Talentino to embed careers advice and guidance into the curriculum,
- invite employers and employees in to school to speak to students about their careers and routes into their current employment,
- encourage students to engage with work experience opportunities,
- reviewing our curriculum offer at Key Stage 4 to ensure that it links with opportunities in the local area for Key Stage 5 courses and programmes,
- during each student's Annual Review of their EHCP, ensure that at least one outcome targets preparation for adulthood and the world of work.

Careers Education and Work-Related Learning

Our careers programme starts at the point of entry for all our students. This begins with students in years 6-9 being supported to consider their own personal development to help them to prepare for the world of work. From Year 10, students are encouraged to think about the type of work area that they are interested in pursuing; at this point they will have

support to work towards their chosen pathway at Key Stage 5. For learners who require a bespoke learning pathway, further interventions are identified which can include extended workplace opportunities, part-time college placements and access to external vocational courses.

There are many strands to our careers programme:

- A focus on developing transferable career skills beyond the classroom including
 - o communication and interpersonal skills,
 - o problem solving skills and using initiative,
 - o being self-motivated (goal setting, monitoring, persisting),
 - o organisational skills including reliability,
 - o team working and cooperative skills,
 - o the ability to learn and adapt,
 - o the ability to value diversity and difference,
 - o the confidence to learn and take risks.

- Creating a whole-school culture that values aspirations and working towards goals including
 - o delivering assemblies which develop students' understanding of key values such as respect and determination and
 - o becoming a school which is recognised for its restorative practices.

- A highly individualised programme of personalised learning goals including
 - o planning for the next education stage being a prominent part of Annual Review meetings and
 - o ensuring at least one EHCP Outcome relates to preparation for adulthood.

- Offering opportunities for students to experience the world of work including
 - o inviting past students in to school to talk about their experiences beyond the school,
 - o offering meaningful work experience in the local community and
 - o inviting employers and employees to speak to students about their personal career pathways and progression.

Independent Advice and Guidance

To ensure that students receive independent and impartial advice beyond that offered by school, a range of supplementary activities is offered including;

- employer visits to the school,
- visits to career fairs/days,
- research into online information about careers education,
- sharing of information from Local Authority and external sources
- vocation themed assemblies,
- individual support from an appropriately training careers advisor.

Monitoring and evaluation

When monitoring the success of the careers programme the school considers formal and informal measures. It is evaluated in the following ways:

- EHCP and TOPs outcomes,
- Student feedback and engagement during enrichment activities, lessons etc
- Feedback from parents, carers and work experience settings,
- Monitoring of Teaching and Learning through learning walks, formal lesson observations, book monitoring etc,
- Feedback from the careers lead at SLT meetings,
- Destination data,
- Behaviour and attendance data analysis.

Policies and documentation supporting this policy:

Teaching and Learning policy

Curriculum policy

PSHE policy

Provider Access policy and Annual Calendar of Events

SEND Code of Practice

The Gatsby Benchmarks, including SEND Gatsby Benchmark kit

DfE Careers Strategy: 'making the most of everyone's skills and talents Dec 2014 and

Careers guidance and inspiration in schools March 2015'