



## **Careers Education, Information, Advice and Guidance (CEIAG)**

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 businesses 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,
- working in partnership with Talentino to embed careers advice and guidance into the curriculum,
- inviting employers and employees in to school to speak to students about their careers and routes into their current employment,
- encouraging 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, ensuring 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. This programme is reviewed in Term 1 of each new academic year.

There are many strands to our careers programme:

- A focus on developing transferable career skills beyond the classroom including
  - communication and interpersonal skills,
  - problem solving skills and using initiative,
  - being self-motivated (goal setting, monitoring, persisting),
  - organisational skills including reliability,

- team working and cooperative skills,
  - the ability to learn and adapt,
  - the ability to value diversity and difference,
  - the confidence to learn and take risks.
- Creating a whole-school culture that values aspirations and working towards goals including
    - delivering assemblies which develop students' understanding of key values such as respect and determination and
    - becoming a school which is recognised for its restorative practices.
  - A highly individualised programme of personalised learning goals including
    - planning for the next education stage being a prominent part of Annual Review meetings and
    - ensuring at least one EHCP Outcome relates to preparation for adulthood.
  - Offering opportunities for students to experience the world of work including
    - inviting past students in to school to talk about their experiences beyond the school,
    - offering meaningful work experience in the local community and
    - inviting employers and employees to speak to students about their personal career pathways and progression.

### **How we measure the impact of our careers provision:**

#### **Pupil feedback**

The students are the greatest source of how well our careers provision is working towards its intended outcomes. Students offer feedback in the following ways:

- Verbal feedback on a work placement or careers related lesson.
- Questionnaires after a careers related activity.
- Involvement in decisions and choices around employer visits on and off site, making use of what they are learning from careers input they are getting.
- Previous 'alumni' reflecting on how the opportunities and learning has supported them in their post 16 placement – email, phone calls, visits.

#### **Adult feedback**

Adult feedback can come from a school adult who may have supported the pupil as well as adults involved in an experience that the pupil has engaged with:

- Email feedback from external providers
- Parent/ employer questionnaires
- Teacher feedback
- Recording individual progress

We record pupil progress in careers in a range of different ways which supports the range of different ways that each pupil makes progress in this area:

- TOPs Targets
- EHCP reviews
- Curriculum progress and assessment – ASDAN accreditation

### **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.
- Behaviour and attendance data analysis.

Orion Academy's careers leader is Darren Male. He can be contacted on:  
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Additional information:

Orion Academy Provider Access Policy and annual calendar of events

Orion Academy Careers Education Independent Advice and Guidance (CEIAG) policy