



## Iffley Academy

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

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## Chair of Trustees

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## **Introduction**

The Iffley 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 whole school curriculum, not just for school leavers and the academy aims to establish a stable careers programme from year 7 through to year 13.

As the learners at the academy 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: challenging stereotypes, and understanding work in its broadest context: full time, part time, supported, voluntary, etc.

## **Aims**

Rapid changes in the world of work both now and in the future make it essential for our learners to take an active role in their career education from an earlier stage and so our career programme focuses on individual participation, using the EHCP system to establish and monitor long-term outcomes to ensure a more active role by the student.

Our aim is for 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 the 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 Foundation has developed 8 benchmarks which provides 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 future. The Iffley Academy works to ensure that all 8 benchmarks are covered to offer high quality careers education across the school.

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 pupil
4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experiences of workplace
7. Encounters with further and higher education



## 8. Personal guidance

### **Careers Education**

Our careers programme starts at the point of entry for all our students.

### **Careers education and Work Related Learning in Tate Modern and Louvre galleries**

These students in years 7 – 10 will be supported to consider their own personal development to help them to prepare for the world of work. We focus on developing transferable career skills beyond the classroom:

- communication and interpersonal skills
- problem-solving skills, 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

Further examples of careers and work-related experiences include:

- EHCP meetings: working together with students and families to identify aspirations and goals for the future
- Experience of careers-related assemblies
- Employment schemes of work
- Off-site visits and enrichment days where students are encouraged to 'have a go' and take risks, knowing that their ideas will be respected and efforts valued
- Social communication lessons
- Independent living skills sessions, including opportunities for travel, making healthy meals, shopping, etc.
- Enterprise challenge opportunities
- Guest speakers in assembly and in class

### **Careers education and Work Related Learning in Guggenheim Gallery**

These students in years 9 – 11 require:

- a) highly **individualised** programmes **personalised** to learning goals (EHCP)
- b) additional **support** in forming **appropriate friendship**
- c) regular opportunities for the acquisition of **independence** and **life skills** (include out of school learning)

Throughout the school students will begin to prepare their own personal C.V. to take with them into the 6<sup>th</sup> form or next education or training placement.



Guggenheim students study ASDAN's Personal and Social Development programme which offers two career-related modules: 'The World of Work' and 'Managing Money'. In addition, students have access to a range of vocational and academic subjects with practical tasks linked to real life scenarios, including Digital Communications and Enterprise. This helps the students to relate their academic work to a future career.

Across the school students will have greater opportunities to access work experience placements in line with the Gatsby Benchmark, 'Experiences of Workplaces'. Students who are ready for a work experience opportunity, appropriate to their needs, giving the learners a deeper insight into the world of work. This is starting earlier in age, first providing in house work experience, eventually building to offsite work experience opportunities.

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.

### **Careers education and Work Related Learning in Museum of Contemporary Arts (MCA) Gallery**

These students are based in the 6<sup>th</sup> Form (years 12 and 13) and follow individual timetables linked to their learning needs and aspirations.

Careers education and work experience are integral parts of the 6th form provision as it provides students with real life opportunities within the world of work. Students have the opportunity to complete their work experience on a Friday and are based on student interest and ability. The NOCN and ASDAN pathway students access work experience through their NOCN Employability Skills course, which is completed on a Friday.

A highlight of careers education in the 6<sup>th</sup> form is the Job Interview Day, where local businesses are invited in to conduct interviews with each student. This offers the students an opportunity to prepare for and take part in, a real life workplace scenario. We have links with OXLEP (Oxfordshire Learning and Employment Partnership), which helps to organise our 'human library' where a number of professionals visit the school. Students have the opportunity to ask enquiring questions about their work. This helps the students understand the diverse career opportunities and enables them to find out about all aspects of a particular.

Students also take part in various enterprise activities that support the following career skills:

- Organising thinking
- Meeting deadlines
- Managing a budget
- Team working and cooperative skills
- Presentational skills
- Undertaking a range of different roles and responsibilities



## **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, including information regarding alternative routes (e.g. apprenticeship opportunities).
- 1-1 Career guidance interviews
- Visits to careers fairs/days
- Curriculum industry links
- Research into online information about careers education
- Sharing of information from Local authority and other external sources
- Vocation-themed assemblies
- Visits from colleges, training organisations and other providers
- Individual support from careers advisor as needed
- Links with OXLEP (Oxfordshire Learning and Employment Partnership), CEC (Careers and Enterprise Company) and Young Enterprise

## **Monitoring and evaluation**

When monitoring the success of the careers programme the academy considers formal and informal measures and hard and soft outcomes for learners. It is evaluated in the following ways:

- ECHP outcomes 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, lesson observations, etc.
- Feedback from the Careers Lead at SLT meetings
- Destination data
- Behaviour and Attendance data
- Information gathered using Compass+
- Monitoring of policy and practice by the LAB

## **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

*The Career Development Framework 2021 – Handbook for Primary and Secondary Schools*