



## **Guidance (CEIAG) and Work-Related Learning Policy**

<b>Date Passed to Governors:</b>	<b>May 2018</b>
<b>Date Approved by Governors:</b>	<b>May 2018</b>
<b>Date Policy Reviewed:</b>	<b>January 2025</b>
<b>Date of Next Review:</b>	<b>January 2026</b>

**The Careers Team:**

**Career Lead: Mr J Raw**

**Career Advisor: Mrs G Smith**

**SLT Link: Mr J Tattersall**

**Career Governor Link: Tanya Singh**

**Commitment**

Longfield Academy is committed to maximise the potential of the young people under our care, enabling them to progress to the post -16 provision of their choice and ultimately to successful employment.

The Academy believes that high quality Careers Education Information Advice and Guidance (CEIAG) is a key element in supporting pupils in their journey to adulthood and making a positive contribution to their community. The academy has achieved the Investors in Careers Award.

**Local and National Context**

Longfield Academy will endeavour to meet its commitments under:

- 2018 Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff
- Section 42A and 45A of the Education Act 1997  
[https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga\\_19970044\\_en.pdf](https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga_19970044_en.pdf)
- [Careers guidance and access for education and training providers - GOV.UK](#)

It will also aim to follow all other relevant guidance received from the Department for Education, QCA and OFSTED as it is published. In addition, it will work with other interested parties such as local post-16 training providers, FE colleges, the Careers and Enterprise Company (CEC) and Tees Valley Combined Authority (TVCA) to develop and offer the best careers programme to meet the needs of our young people. It will promote opportunities offered by local post-16 providers impartially and allow access to young people in line with the Longfield Provider Access Policy.

Longfield Academy is committed to achieving the Quality in Careers Standard through achieving the eight Gatsby Benchmarks

<http://www.gatsby.org.uk/uploads/education/reports/pdf/pamphlet-for-headteachers><http://www.gatsby.org.uk/uploads/education/reports/pdf/pamphlet-for-headteachers-and-leaders.pdf>

1. A stable career 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

The careers team and the Careers Enterprise Co-ordinator will audit performance against these standards termly using the compass tool.

### **Development**

This policy for CEIAG was developed through discussions with teaching staff, support staff, pupils, local partners and colleagues working in our trust. It takes account of current best practice and the requirements of national policies, statutory guidance, local post-16 providers and other partners and the curriculum.

This policy will be reviewed in line with Academy procedures.

### **Links with Other Policies**

This policy for CEIAG supports and is underpinned by the wider work of the Academy, particularly the pastoral support offered to pupils, Personal Development Policy including Equality and Diversity; Special Education Needs and Disabilities; Looked After and Gifted and Talented pupils.

Other related Academy policies include:

- Support for Learning Special Educational Needs Policy
- Safeguarding and Child Protection Policy
- Provider Access Policy
- Off-site Educational Visits Policy
- Personal Development Policy

### **Objectives**

Longfield aims to prepare pupils to make informed decisions about their future through CEIAG, tailored to the aspirations and needs of the individual. The careers programme (both in Life lessons and the Personal Development morning form time lessons) is designed to meet the needs of pupils at Longfield Academy, personalised where necessary, to ensure they progress towards achieving their career aims and make a successful transition to the post-16 provider of their choice.

High quality impartial careers advice and guidance is a key element of the Academy's work in:

- Supporting pupils in reaching their full potential, by raising aspirations
- Empowering pupils to plan and manage their own future by providing comprehensive information on all options
- Promoting equality, diversity, social mobility and challenging stereotypes
- Supporting pupils as they work towards sustainable employment and achieving personal and economic wellbeing throughout their lives

Work related learning is the focus of the Year 10 careers education programme, which culminates in pupils undertaking work experience activities - where they will either organise their own placement or participate in organised employer encounters.

Pupils in other Year groups have the opportunity to engage with employer(s) on at least one occasion through the Careers Programme. This is supplemented by opportunities facilitated by the Tees Valley Combined Authority, which has the remit to encourage employer engagement with local schools through the Enterprise Co-ordinator and Enterprise Adviser network.

### **Entitlement**

Longfield pupils are entitled to CEIAG which meets the highest professional and ethical standards of practice.

The school has a Career website page which has extensive information on the Career programme providing pupils and parents / carers with detailed information on all relevant documentation linked to Careers. Social media platforms are used to give pupils and parents / carers up to date information on key changes and opportunities that are linked to Careers.

<https://careers.nalp.org.uk>

### **Implementation – Learning Outcomes by Year Group**

#### **Key Stage 3 will follow:**

- Complete personal development themed work about Careers which covers the PSHE and CDI framework
- Meet and engage with employers and discover what is important to them
- Develop an understanding of Careers in the services and build resilience
- Understand how careers are linked to character education and PROUD
- Meet representatives from colleges, universities and other post-16 providers and explore their options for after they leave school

#### **In addition, Key stage 4 will:**

- Complete weekly personal development lessons on Careers which cover the PSHE and CDI framework
- Organise a work experience placement and have a week-long experience of work/undertake employer encounters
- Further develop their understanding of careers education in Life lessons.
- Find out about different post-16 options including local colleges, apprenticeships and the National Citizen Service through weekly assemblies.
- Meet representatives and learn about developing careers through the route of apprenticeships.
- Apply for courses at colleges and/or apprenticeships.
- Attend interviews for courses they would like to pursue.

- Receive at least one 1-1 interview with the academy's independent careers advisor.

## **Responsibilities**

### **Management: The leadership team will:**

- Support the delivery and development of CEIAG across the academy
- Encourage departments to include elements of careers education in their curriculum and clarify the relationship of careers education to other areas of the curriculum
- Support staff in delivering careers activities linked to the Gatsby benchmarks
- Provide adequate physical and financial resources for the implementation of the programme, including the employment of a Careers Adviser (0.8 fte) and a TLR payment for the Career Lead
- Monitor the provision of the academy's statutory responsibilities including information provided on the academy website and access to information for Year 11 pupils

### **The Career Lead will:**

- Advise SLT and the Governors on policy and approaches to careers and promote support for the programme
- Evaluate the effectiveness of the Careers programme annually using Compass <https://tools.careersandenterprise.co.uk/oauth/login/plus> sharing the results with staff, SLT, Governors and the TVCA Adviser and prepare documentation to allow the Academy to provide the best outcomes for all stakeholders
- Lead on the development of the Careers programme identifying, or developing, quality resources that enable staff to deliver the required objectives and outcomes in their lessons.
- Ensure that the information on the Careers area of the school website is current and accurate and revise the careers offer annually and issue to parents / carers and pupils each September
- Work with the Careers Adviser, SENCo, Personal Development Lead and other teaching staff to develop the teaching of careers, within the programme of PHSE and other lessons
- Be responsible for the maintenance of accurate careers records and use the information held about pupils to prioritise activities and resources by need, as well as updating the database of employers who have worked or who offer to work with pupils
- Ensure that the Drop-down Career and College days run smoothly and deliver the required results, evaluating their success and making any necessary improvements
- Develop a programme of assemblies to allow pupils to access information from a variety of sources to enable them to make informed decisions about their future
- Organise the annual Post 16 options evening Careers Convention, held in October and work with other agencies to identify quality learning experiences for pupils
- Help to identify staff development needs and organise suitable training
- Present Careers updates to staff when necessary to ensure that all staff are up to date with the latest developments in Careers

- Provide a written briefing at least once every half term, to ensure that all staff are up to date with the latest developments in Careers
- Manage the work of the Careers Adviser

**The Careers Adviser will:**

- Work with other members of staff e.g. Careers Lead, SENCo, Year Leaders, Designated Safeguarding Lead (DSL) to achieve the best possible outcomes for pupils
- Provide quality one to one impartial advice and guidance to every pupil, whenever significant study or career choices are being made
- Keep accurate records using school systems
- Liaise with parents / carers, recording information on CPOMS as appropriate
- With the Careers Lead, support the teaching of Careers lessons and develop systems to assess, record and report on the effectiveness of CEIAG
- Liaise with the local authority regarding support for vulnerable pupils making transition to post-16 education, working with our DSL to make best use of the EHA referral system
- Work closely with local post-16 providers to ensure pupils are correctly placed in a post-16 provider of their choice
- Support the delivery of the annual careers offer
- Collate data for the annual destinations survey, monitoring the accuracy of information provided by the local authority. Share relevant data with SLT and Governors
- Work with professionals from other agencies e.g. TVCA, to ensure that pupils have a variety of experiences
- Support the work experience programme working with the DSL, SENCo and Head of Y10 ensure that all pupils are able to have a safe and meaningful experience
- Update the Year 10 careers database with details of placements and generate job descriptions, ensuring that deadlines are met

**The DSL / Health and Safety officer will:**

- Oversee the Work Experience programme
- (Appendix 1 is a checklist for organising Work Experience with roles and responsibilities clearly defined)
- With other members of staff, ensure that all pupils and parents / carers have access to the information needed about Work Experience
- Chair meetings of SENCo, the Year 10 Year Leader and the Careers Adviser to consider the safeguarding aspects of work experience and ensure that all pupils are able to have a safe and meaningful experience
- Liaise with employers to ensure that all statutory aspects of H&S and safeguarding are met whilst pupils are on work experience

### **The teaching staff will:**

- Take an active part in delivering the careers elements of the Personal Development programme
- Support the work of the Careers Adviser and Careers Lead

### **Curriculum Delivery**

The curriculum will be delivered in a variety of ways; taught sessions, assemblies and workshops, themed days, work experience for all in Year 10, research activities and careers guidance activities.

### **Staff Development**

All staff delivering the CEIAG programme are entitled to training and support to enable them to discharge their responsibilities to a high standard. Staff should make their individual training needs known to the Careers Lead who is responsible for organising any necessary training and support.

Briefings and staff CPD will be organised to support staff at appropriate stages during the academic year.

### **Partnerships / Service Level Agreements**

We work in partnership with a wide variety of post-16 providers, local Universities and other local schools through the CEIAG network meetings.

A memorandum of understanding (MOU) exists between Longfield Academy and Tees Valley Combined Authority which outlines the roles and responsibility of each party. This will be reviewed annually.

### **Business Links**

The Careers Lead is responsible for maintaining a database of employers / businesses with an interest in supporting our careers programme. The Careers Adviser and Health and Safety / DSL also work closely with local businesses as part of the Work Experience procedures and promote the advantages of working with pupils to the businesses they contact.

### **Resources**

Funding for careers is allocated in the annual budget process. Funds will be prioritised annually in support of core activities and/or to support the objectives identified in the Academy Self Evaluation Document.

### **Monitor / Review and Evaluation**

The taught elements of the careers education programme are reviewed annually and updated, ready for the start of the new academic year.

The effectiveness of the Careers programme is reviewed termly using Compass <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>, and

the results shared with staff, SLT, Governors and the TVCA Co-ordinator and Adviser as appropriate.



# Appendix 1

## Checklist for Organising Work Experience

### Abbreviations used:

DSL Designated Safeguarding Lead  
 Coordinator  
 HSM Health and Safety Manager  
 CA Careers Adviser  
 FT Form Tutor

SENCo: Special Educational Needs  
 CL: Careers Lead  
 YL Year Leader

Date	Action	By Whom	Completion date
Jun of Year 9	<b>Safeguarding meeting</b> to identify vulnerable pupils who need extra support and a bespoke programme	DSL HSM YL SENCo CA	
	Review WEX documentation from previous year, update and publish on website	CL CA	
Sept of Year 10	<b>Work experience launch</b> Assembly for all Year 10 pupils Work experience workshop for all pupils Parents / Carers Meeting for Year 10 parents / carers	DSL, CA and CL CL and CA CL DSL	
	Contact parents / carers of pupils on "bespoke programme" and discuss. Identify one member of staff to link between home and school (link person) Keep in contact with parents / carers as bespoke programmes are developed	Either SENCo or CA Link person	
Sep onwards	Individual guidance for pupils needing help	CA	
Dec	<b>Deadline for forms to be returned</b>	FTs to remind	
Jan	<b>Safeguarding meeting</b> Safeguarding Lead / H&S Officer Year Leader SENCo Careers Adviser - review suitability of all placements	DSL, HSM, YL, SENCo, CA	
Jan	<b>Deadline for checks on all placements</b> Produce all job descriptions - mail merge from data base Compile folders containing - job description - work experience diary - clear absence / safeguarding procedures <b>Issue job description folders to pupils</b> Parentmail to parents / carers Pupils contact employers	DSL CL CL & FTs Reception staff CA to support	
Feb	<b>Work experience week</b> Pupils complete Work Experience diaries <b>First day safeguarding phone calls made to every employer</b>	DSL	
On return	In Form Time <b>Reflection on Work Experience</b>	FTs	