



CORLEY ACADEMY
Inclusion Aspiration Perseverance Independence

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

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The vast majority of students attending Corley Academy have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

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1. Rationale

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Corley Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Corley Academy careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

2. Context

Each year, around half of the cohort stay on from Year 11 into the Post 16, other students go to a range of Post 16 provider such as colleges and apprenticeships. At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Corley Academy is committed to providing all students in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

2.1. The Gatsby Benchmarks

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of work places
- Encounters with further and higher education
- Personal guidance

3. Aim

We aim to support students to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

4. Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- students are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

5. Provision

- Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHCE programme in Years 7 through to Year 13. Careers Education is also woven into all curriculum areas specific to that subject.

- At Key Stage 3, this includes careers library research with an aim to raise student aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills.
- Assemblies and a parent and student information evening on choosing options are also provided, along with an options booklet for students to discuss at home.
- At Key Stage 4, students continue research into careers and pathways into Post 16 and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at an arranged placement.
- Individual interviews are held with an independent careers practitioner, who also provides guidance on college, Post 16 and apprenticeships.
- Students have the opportunity to attend their Annual Review, with a member of SLT, Careers Advisor, Parents and the Local Authority Plan Coordinator.
- Year 10 students are taken to visit all local colleges to start to plan their next steps.
- At Key Stage 5, students in Post 16 complete three days a week in school and 2 days a week on arranged work experience placements. Students work towards qualifications in ASDAN Certificate of Personal Effectiveness and Employability.

6. Roles and responsibilities

- All staff contribute to the implementation of this policy through their role as mentors and as subject specialists.
- Subject specialists embed careers into their subject area.
- A range of connections between Higher education providers and employers are exploited to support the curriculum through KS3 to KS5.

6.2. Careers team

- Sarah Rose (DHT): SLT lead and strategic lead for careers
- Emily Singh: Vocational Pathway Leader
- Adah Shah: Independent Careers Advisor, Prospects

- Jade Davoile: Post 16 Lead

Responsibilities are spread between the Deputy Headteacher with oversight of CEIAG and the Vocational Pathway Leader. They plan, co-ordinate and evaluate the careers programme. The Careers Team plan and implement work experience for Y11 students. Subject leaders and Pastoral and Progress Leads are consulted to ensure appropriate coverage of careers themes in the PSHE programme, mentor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning.

7. Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. Their activities and skills development can be recorded and monitored by staff including mentors and the careers advisor, who produces a Careers Guidance Summary for all KS4 students.

8. Careers and SEND provision

All students within Corley Academy have an EHCP overseen by the Local Authority, therefore all student within Corley Academy have additional SEND needs.

Students can self-refer and mentors are also able to raise concerns, if current provision cannot fully address a student's additional need, advice will be sought from the National Careers Service.

The Curriculum Lead meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process.

The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

9. Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Corley Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training CEIAG at Corley aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:
 - Developing yourself through careers, employability and enterprise education
 - Learning about careers and the world of work.
 - Developing your career management and employability skills.

Please see Appendix A outlining student and parent entitlement.

10. Partnerships

The Careers programme is greatly enhanced through links which help to ensure that students' learning is current and relevant. We work closely with local employers, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to students. This involvement enhances the provision of work experience placements, careers talks, workplace visits and mock interviews. In addition, we work closely with local colleges and the Careers and Enterprise Network.

We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme.

11. Policy statement for provider access

A provider wishing to request access should contact Emily Singh, Vocational Pathway Leader via 01676 540218

Please see Appendix B Provider Access Statement for further details.

12. Appendix A: Careers Entitlement

Students attending the Corley Academy are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps students to achieve their individual careers goal – whether this is Further Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in FE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for a second.

Students are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources,
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.

- Attend informative events such as Options Evening.
- Use study and research spaces such as the library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as educational visits and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, work experience and finance.

13. Appendix B: Provider Access Policy Statement

This policy statement sets out the School's arrangements for managing the access of providers to the students at the school for the purpose of giving them information about the provider's education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school's legal obligations under section 42B of the Education Act 1997.

Student entitlement (see Careers Policy: Appendix A)

All students in Years 8-13 are entitled to:

Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme that provides information on the full range of education and training options available at each transition point.

Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies, group discussions and taster events.

Understand how to make applications for the full range of academic and technical courses.

13.1. Management of provider access requests

Outside agencies are invited to support the curriculum in all subject areas. Some examples are performance poets and authors; visits from the Seven Trent and fieldwork connected to the environment; PSHCE hosts a banking visiting speaker; and company employees have delivered talks to Computing students. Please see table for further details.

14. Changes

Description	Date	Page	Section