



Arden Academy

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

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities and responsibilities in life beyond school. A planned and structured programme of careers interventions supports them in choosing 14 – 19 pathways that best suit their interests and abilities and helps them to effectively follow a suitable career path and sustain employability throughout their working lives. The school careers programme strives to reference and reflect the eight points of the Gatsby benchmarks:

- 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 workplaces
- 7 Encounters with further and higher education
- 8 Personal guidance

Commitment

Arden Academy is committed to providing students with a programme of careers education and guidance in years 7 – 13, and endeavours to follow the Education Act 2011, Careers Guidance and Inspiration in Schools 2015, and other relevant guidance as it appears.

Aims

Arden Academy's CEG policy has the following aims:

- To contribute to strategies for raising attainment and increasing motivation
- To support inclusion
- To encourage participation in continued learning beyond age 16

- To develop enterprise and employment skills
- To reduce drop out from course switching in education and training
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of students through appropriate differentiation
- To focus students on their future aspirations
- To involve parents and carers

Development

The CEIAG policy will be reviewed biennially by the school careers advisor in discussion with school staff, students, parents, governors and other relevant external partners.

Policy Links

The policy for CEIAG supports and is underpinned by a range of school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, financial capability, work related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and SEN.

Equality and Diversity

Students are offered a programme of CEIAG that meets professional standards of practice and which is differentiated, person centred, impartial and confidential. It will be integrated into the curriculum, and be based on a partnership with students and their parents or carers.

Management

The CEIAG programme is developed and co-ordinated by the school careers adviser and the manager for careers within the school

Staffing

All staff contribute to the delivery of CEIAG through their roles as tutors and subject teachers. Specialist interventions are delivered by the school careers adviser and other relevant outside agencies. The programme is planned monitored and developed by the school careers advisor in association with the line manager with responsibility for CEIAG. Staff responsible for the development and delivery of careers across school are as follows:

Assistant Principal Standards

School Careers Adviser

Staff Development

Staff training needs are identified through the school professional development process and regular planned meetings between the school careers adviser and line manager.

Resources

Funding is allocated in the annual budget planning process and is considered in the context of whole school priorities and the particular needs of CEIAG. A careers interview room will be made available for confidential interviews, and is resourced with a telephone, printer and display racks.

Partnerships

The school careers adviser liaises with outside organisations such as colleges, training providers and employers, in order to establish effective links and to organise effective input into the school careers programme at appropriate times.

Review July 20