



## CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE

## INTRODUCTION

### PURPOSE

The Mission statement sets out our aim to help every person in our school to “become the best we can be”. Careers education together with information, advice and guidance processes exist to ensure that every child is equipped with opportunities for reflection on their career aspirations, together with the information needed to help them to set their learning within the context of their preparation for adult life and the world of work. All careers education is to take place within the framework of the Gatsby Career Benchmarks.

### AIM(S)

- To enable students to make well-informed choices about options available to them in choosing subjects, progression and opportunities to prepare for further learning and the workplace
- To ensure that all students have access to impartial careers advice and support from external agencies
- To ensure that parents are well informed so that they can assist their child in making important decisions
- To ensure a comprehensive provision, in line with the best and most recent available guidelines, of careers education including deep-learning experiences, and other opportunities to develop skills for the workplace.
- To review provision at least annually in order to retain Investors in Careers status as a quality assurance tool
- To track the career aspirations of every child, to ensure well-focussed support, advice and intervention.

### OBJECTIVES

- Students should be encouraged to develop qualities which enable them to adjust to and cope with change such as self-reliance, adaptability, flexibility and reliability
- Students should develop job seeking skills, including the ability to produce a letter of application and curriculum vitae, information and communication technology and conduct themselves well at interview
- Students should be prepared for decisions as they approach each key stage
- To ensure that high-quality information is available to students, parents and staff regarding options, pathways and careers.
- To retain links with independent careers advice if required).
- To provide timely information to students, parents and staff regarding provision in school
- To secure and retain relevant accreditations with awarding bodies
- To evaluate provision annually in order to regularly improve and update our careers and information processes.

### PRINCIPLES/VALUES

The school has a critical role to play in preparing young people for the next stage of their education or training and beyond. Expectations and aspirations should be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every student is stretched and acquires the attributes that Employers value. This will help every young person to realise their potential

### ROLES AND RESPONSIBILITIES

#### Governors

Link Governor for CEIAG. To review the provision and strategic direction of CEIAG, ensuring that it is fit for purpose, and fulfils latest statutory guidance

#### Headteacher

To monitor CEIAG provision and delivery across the school

#### Member of SLT with responsibility for oversight of CEIAG

To ensure the implementation of CEIAG across the school via line management of those with leadership and management responsibilities.

### CONCLUDING NOTES

#### Monitoring and review

- Monitoring via meetings (at least termly) between Link Governor, and/or SLT Line Manager and/or careers leader
- Monitoring by SLT line management via engagement with Quality Assurance Processes and Line Management

- Review via termly updates to the TLA and FGB

**Communication**

This policy will be primarily communicated to all stakeholders via publication on the school website

**Sources and references**

Investors in Careers Quality Mark

DFE Statutory Guidance "Careers Guidance and Inspiration in Schools" March 2015

[WWW.GOODCAREERGUIDANCE.ORG.UK](http://WWW.GOODCAREERGUIDANCE.ORG.UK)