



CEIAG Policy 2018/2019

Lead Governor: Chris Stevenson

Nominated Lead member of staff: P Fox - Vice Principal

**Date Agreed By Academy Council: 14th November
2018**

To be reviewed: September 2019

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Introduction

CEIAG is crucial to make sure students have an effective transition into adulthood and employment. Our Academy will provide a range of opportunities for students to perform both independent and guided research linked to the world of work, including the skills required for their chosen pathway.

Definition

"Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). "

Our Vision:

Our vision is to:

- Provide impartial careers education, information, advice and guidance for all students.
- Contribute to strategies for raising achievement and aspirations.
- Support students to make choices that promote engagement at different transition points.
- Support equal opportunities, inclusion and challenge stereotyping.
- Contribute to the economic wellbeing of individuals and communities.
- Develop student's employability skills and knowledge.

Purposes & Aims

The main purpose of CEIAG is to ensure all students are well informed in terms of their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. We want all students at Thorp Academy to have high but realistic aspirations that are well thought out and supported at every key transition.

The Academy is committed to going beyond the statutory requirements of CEIAG and will use links with universities, colleges and business to provide:

- Information and opportunities that will raise aspirations and attainment.
- Support and guidance through all stages of transition but specifically:
 - Support and guide primary to secondary transition.
 - Support and guide students to choose courses that are appropriate to their needs.
 - Post-16 support and guidance so that their destination is appropriate to their needs.
- Improve understanding of the skills and knowledge related to the world of work and other future opportunities so that they are empowered to plan and manage their own futures.
- Develop students' independent skills in career management (or more guided where there is need).
- Demonstrate an understanding of living in the wider world by understanding links between living, learning and earning.
- Provide unbiased advice and guidance.
- Actively promote equality of opportunity and challenge stereotypes.
- Face to face careers guidance.

Deilvery

The curriculum will deliver CEIAG through the following areas;

- PSHE lessons lead by teaching staff (following POS mapped against the CDI framework) and external visitors

Work of the Raising Aspirations coordinator (Year 4-13)

Faculty links with careers – built into Faculty POS.

Opportunities for super-curricular experience e.g. careers fairs, university taster day, FE form taster days, apprenticeship events, NE1 and other business links.

Drop down days to promote the world of work and the skills required for this.

Employability skills days/ events

Use of careers websites

Understanding of and access to LMI

Provide informed and impartial guidance including face to face guidance with Connexions and NE1.

FE/ University tasters and assemblies.

University tasters

Industry specific talks and presentations.

Apprenticeship/careers fair.

Display boards and careers area in LRC.

The full programme will be monitored by the Vice Principal in charge of personal development and the Governing Body.

Leadership

CEIAG is currently led by a member of the senior leadership team, who has sole responsibility for:

The management and co-ordination of the various aspects of CEIAG

The activities from primary feeders through to post 18 transition.

Monitoring/evaluation.

CEIAG plan and reviews.