

Farringdon Community Academy

CEIAG Policy

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Date Written	December 2020
Review Date	December 2021

Date Ratified by Governing Body	
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SIGNATURES:

Head Teacher	Neal Holder
Principal Chair of Governors	

Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14 – 19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7 – 11 and to give students access to careers information and guidance.

This duty is outlined within the new DfE statutory guidance. Of key importance is that guidance must be impartial and delivered by qualified practitioners, putting the needs of the individual first

Definition

“Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, 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). They include careers information provision, assessment and self-assessment tools, counselling interview, careers education programmes, taster programmes, work search programmes and transition services”

Commitment

Fulfil our statutory duties in the commissioning of Connexions to deliver professional CEIAG to students (Years 8-11)

Are working towards achieving the Quality in Careers Standard – Inspiring IAG, a nationally licenced accredited Quality Award for CEIAG

The Gatsby Benchmarks have now been put at the heart of the Careers Strategy, FCA will aim to meet the expectation that all schools will begin working toward the benchmarks, meeting them in full by the end of 2020.

The Gatsby Benchmarks are:

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. EXPERIENCE OF WORKPLACES
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION
8. PERSONAL GUIDANCE

LMI

The labour market in the Sunderland area for young adults has been difficult in the recent past, However, there is now a more optimistic view of the economy and employers are seeking to recruit. The [3, 6, 9 Vision](#) for Sunderland illustrates this optimism. The vision is based on 3 key themes; infrastructure, vibrancy and sector and skills. It sets out plans to improve our city over the next nine years. In the automotive and engineering sectors there Nissan, Grunfos, Unipress, Calsonic and Liebherr grow through the employment of local people. The demographics of the labour market in these sectors will mean that a significant percentage of the skilled engineering workforce is set to retire in the next decade and so must be replaced. Through the planned programme (CEIAG lessons) and employer engagement at FCA, we discuss with our students the current Labour Market Information for our city and the North east region. We encourage all students to raise aspirations and challenge stereotypes

IT and software are other sectors seeing areas of growth. Recruitment into this sector is normally at graduate entry and so students will need to have chosen the appropriate post- 16 student route. There are currently approximately 1500 employed in this sector in Sunderland and over 10,000 in the north east region. This is likely to double over the next few years.

The Gatsby benchmark 2 (the benchmarks have widely shaped the new DFE statutory guidance) is aimed at learning from career and labour market information. It states that every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

FCA has LMI included as part of the CEIAG programme for all years and that students get to know about local, regional, and national LMI.

Development – This policy was developed through discussions with teaching staff and the schools Connexions personal adviser, students, parents, governors and other external partners. This document is reviewed biennially.

Links with Other Policies – It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunity and diversity, health and safety, gifted and talented and SEN.

Objectives

To meet all students needs at Farrington Community Academy, we have a planned and stable careers education programme and to meet needs FCA Meeting Students' Needs

- Provide impartial careers education, information, advice and guidance for all students.
- A planned CEIAG programme which Contributes to strategies for raising achievement, especially by increasing motivation.
- Support students to make choices that promote engagement.
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Contribute to the economic prosperity of individuals and communities.
- Develop student's employability skills through the 'Employability Skills Agenda'

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment. **Farringdon Community Academy** has strong links with outside agencies including universities and colleges and business to provide opportunities to:

- Help students to follow courses that are appropriate to their needs.
- Improve understanding of the world of work and the relevance of the knowledge and skills learned to future opportunities.
- Ensure appropriate provision and guidance.
- Develop students' skills in career management.
- Promote successful transition to the next stage of education and employment, KS2-3, 3-4, 4-5, etc.
- Demonstrate the links between living, learning and earning.
- Empower students to plan and manage their own futures.
- Improving literacy, oracy, numeracy and develop ICT skills.
- Offer a responsive service that allows time for face to face guidance.
- Provide comprehensive and unbiased advice and guidance.
- Actively promote equality and challenging gender stereotypes.

Management

Mr Roberts co-ordinates the careers programme and is responsible to the Head Teacher. This area is supported by a link Governor Megan Blacklock.

Staffing

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by external agencies. The careers programme is planned, monitored and evaluated by the careers coordinator in consultation with the Connexions personal adviser who provides specialist careers guidance. Preparation for work experience and follow-up takes place during registration time.

Curriculum

CEIAG is taught part of a PSHE framework during bth form time (8.30-8.55am).

The planned Schemes of Works, for all year groups, are mapped to the CDI framework. Learners have a planned programme with learning outcomes and include how you evaluate

The careers programme includes careers education opportunities, careers guidance activities and individual interviews, information and research opportunities (in the resource area, frog and the school web-site), work related and individual learning/planning/portfolio activities. Other focused events e.g. a Careers Convention are provided from time to time.

Partnership

An annual partnership agreement is negotiated between the school and Connexions, which identifies the contributions to the programme that each will make. Other links are being developed for example, with the Sunderland University and the North East Raising Aspirations Partnership to enhance the CEIAG offer to all students.

Resources

Funding is allocated in the annual budget planning around in the context of whole school priorities and particular needs in the CEG area. The careers coordinator is responsible for the effective deployment of resources.

Monitoring, review and evaluation –The Partnership Agreement with Connexions is reviewed annually.

The Connexions delivery plan is reviewed annually with the careers coordinator and the personal adviser, using the Learning Outcomes identified by the CDI to identify desirable improvement and a report is submitted to the senior leadership team and governors.

Evaluations of the whole CEIAG programme are undertaken using selected samples at key points in the academic year and involving all stakeholders, internal and external.

FCA monitors and evaluates the destinations of our students, using the information to inform the current careers programme.

FCA is striving to include parental feedback on the CEIAG programme.

Staff Development – Staff training needs are identified as part of the Partnership Agreement progress with the Connexions Service (twilight CPD event) and in conjunction with the school Inset coordinator. The school will endeavour to meet training needs within a reasonable period of time. The careers coordinator has recently undertaken suitable training and professional development to ensure you manage responsibilities. The coordinator attends all relevant meetings including network meetings and other training development opportunities disseminating information to staff via staff briefing and pastoral meetings. The careers coordinator also recently completed a Level 6 Careers management award, including 3 educational units 21, 22, 23 – if so, I would highlight these specifically – the full diploma is much bigger) Diploma in Careers Education and Guidance.

Work Discovery - initiative from Sunderland's Economic Leadership Board – Business and Schools Task Group who recognised the need to forge stronger links between companies across the region and students in Sunderland. Our year 10 students engage in the work discovery week and other activities that are offered. These events and activities have been embedded in the CEIAG offer to students