



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

Sporting Stars Academy

<u>Agreed by the Directors:</u>	<u>26</u>	<u>09</u>	<u>2019</u>
<u>Reviewed:</u> <u>Reviewed:</u> <u>Review Date:</u>	<u>September 2021</u> <u>1st August 2022</u> <u>August 2023</u>		
<u>Signed:</u> Signed..... (Director of Premises, Recruitment & Public Relations) Signed..... (Director of Business, Finance & Enterprise) Signed..... (Headteacher/Director of Curriculum and SENCO)			

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

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Sporting Stars Academy. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

As a result, the careers education at Sporting Stars Academy, consists of a designated careers advisor who is in school weekly and regularly meets with all learners. Activities/career information is also delivered within the school's curriculum.

Aims and objectives

The careers education aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career.

The objectives for the delivery of careers education are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Student entitlement

All students are entitled to fully understand the options available to them had receive an effective CEIAG service.

Students are encouraged to take an active role in their own career development, learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Y11 and after Y13
- access up-to-date and unbiased information on future learning and training and careers
- support to develop the self-awareness and career management skills needed for their future
- career lessons during PSHE covering options after school, the world of work, the job market and the skills needed for the future
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the school can also be requested.
- the career's advisor will keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parent/carer involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement by discussing options during pathway meetings.

Delivery of the Careers Education

Careers education will be embedded into the school's curriculum, mainly during PSHE and functional skills lessons but not exhaustive to these.

Students will have the opportunity to:

- Be introduced to careers resources to help them understand their preferences and the options available to them.
- Develop their self-awareness and career management skills, including writing a CV
- Be introduced to the different Post-16 pathways.
- Use a range of sources of information (with support, as required) to explore Post-16 options.
- Attend events out of school where they can speak to employers, colleges, training providers and universities.
- Apply for Post-16 options and back-up plans, as necessary.
- Continue to develop the skills needed for a successful transition.
- Meet with a careers advisor.

Record of Achievement

For academic year 2022/23 onwards, each student will be supported to develop a personalized record of achievement that will identify their strengths, skills and interests. It will be supported by a range of unit award certificates that details opportunities that have been accessed by the individual in pursuit of enhancing their sense of self and will serve to inform colleges, higher education institutes and employers of the young person's interests. Additionally the records will also house formal qualification certificates so that they can showcase their strengths.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

The referral procedure works as follows:

- Sporting Stars Academy staff, Pastoral key workers, Mainstream school or SENCO/Inclusion Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- Students complete a careers questionnaire during their initial meeting with the careers advisor.

The outcome of these activities allows the careers adviser to prioritise students for further meetings, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the Head Teacher, Deputy Head Teacher, Directors or Office Manager. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser during meetings and class discussions. The careers adviser will record action plans. Students will receive a copy and parents and staff have the option to see this information so they can support the process.

If a student is absent or fails to attend, an alternative time will be arranged.

Resources

The school is committed to providing the resources to enable an effective careers education, including adequate staffing, staff training and resources.

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and school staff to support students who may be facing other challenges.

The destinations of school-leavers are monitored and support is available to ensure all leavers have access to additional guidance from relevant support agencies if they find themselves unable to access/continue their course/s or would like to change their course provider.

References and Guidance

The Career Development Institute Careers Framework

<https://www.thecdi.net/Careers-Framework>

The Gatsby Benchmarks

<https://careemap.co.uk/the-gatsby-benchmarks/#:~:text=What%20are%20the%20Gatsby%20Benchmarks%201%20A,students%20as%20an%20individual.%20...%20More%20items...%20>

Careers Guidance (DfE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

This policy should be read in conjunction with all other policies and will be reviewed annually.