



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

## Sporting Stars Academy

<p><b><u>Agreed by the Directors:</u></b></p>	<p><b><u>26</u></b></p>	<p><b><u>09</u></b></p>	<p><b><u>2019</u></b></p>
<p><b><u>Last reviewed:</u></b></p> <p><b><u>Review Date:</u></b></p>	<p><b><u>22<sup>nd</sup> August 2023</u></b></p> <p><b><u>August 2024</u></b></p>		
<p><b><u>Signed:</u></b></p> <p>Signed..... (Director of Premises, Recruitment &amp; Public Relations)</p> <p>Signed..... (Director of Business, Finance &amp; Enterprise)</p> <p>Signed..... (Headteacher/Director of Curriculum and SENCO)</p>			

## **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 an inhouse Careers Advisor who is further supported by an external careers advisor who visits school on a regular basis and regularly meets with all learners. In addition to this, the referring authorities provide students with access to an external advisor who is employed by them and is available to offer additional impartial advice and guidance. Activities/career information is also delivered within the school's work skills curriculum and the AQA Unit Award Scheme.

## **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 PRSHE 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 includes visits and taster days , 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 parent/carer involvement by discussing options during pathway meetings.

### **Delivery of the Careers Education**

Careers education will be embedded into the school’s curriculum, mainly during PRSHE and work 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 and Post-18 pathways
- Use a range of sources of information (with support, as required) to explore Post-16 and Post-18 options.
- Attend events out of school where they can speak to employers, colleges, training providers and universities.
- Apply for Post-16 and Post-18 options and back-up plans, as necessary.
- Continue to develop the skills needed for a successful transition.
- Access continued support with a specialist careers advisor.

### **Work skills and UAS Portfolio**

For academic year 2023/24 onwards, each student will be supported to develop a personalised careers portfolio. This will highlight individual strengths, skills and interests and will be supported by the work skills programme of study or a range of unit award certificates that detail 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 portfolio will also house formal qualification certificates so that students can showcase their strengths.

### **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.

### **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://careermap.co.uk/the-gatsby-benchmarks/#:~:text=What%20are%20the%20%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](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.**