



The  
**Appleton**  
School

# CEIAG Policy

Adopted by the Governing Body on	19/01/2024
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January 2024

## Careers Education, Information, Advice and Guidance Policy

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‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, January 2023

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1127489/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

The Appleton School Careers Programme

<http://www.theappletonschool.org/careers/introduction>

## 1.0 School Vision

1.1 The Appleton School seeks to maximise the life chances of all of our young people and prepare them for life beyond education. The Careers Education, Information, Advice and Guidance (CEIAG) Policy and Programme aims to help young people to develop the knowledge and skills they need to make successful choices, manage transitions in learning and successfully move into the world of work.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to, and framework for, CEIAG.

## 2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

2.2 It also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)

2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.5 This policy sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about their education or training offer.

2.6 This policy refers to events and opportunities in all Key Stages and in all years and how these events will impact upon all students at the school.

2.7 All members of staff at The Appleton School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## 3.0 Aims and Objectives:

3.1 CEIAG aims to make a major contribution to the development of students, preparing them for adult and working life. The Appleton School aims to ensure that the CEIAG Policy is broad and balanced to meet changing career aspirations with equality of access to all, regardless of gender, race, creed and ability. The objectives of the policy are as follows:

- 3.1.1 To ensure that all students at the school benefit from a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees

- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education institutions
- 3.1.8 To provide each student with the opportunity to receive personal guidance

#### 4.0 School Responsibilities

##### 4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school will receive independent careers information and advice in Years 7 to 13

4.1.2 This careers advice will be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice will cover a range of education or training options

4.1.4 This guidance will be in the best interests of the pupil

4.1.5 Opportunities will be provided to all students in years 7 to 13 to hear from education and training providers to inform them about approved technical qualifications or apprenticeships

4.1.6 The school has a clear policy setting out the manner in which providers will be given access to pupils (see Provider Access Policy). This policy and these arrangements will be published on the School's website.

4.2 The school has based its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.

4.3 The Appleton School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the staff involved in the design and delivery of the programme as well as through feedback from external stakeholders such as employers, parents/carers and Ofsted.

#### 5.0 Governor Responsibilities

5.1 The governing body will ensure that the School has a clear policy on (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Based on the eight Gatsby Benchmarks

5.1.2 Meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## 6.0 Provider Access

6.1 This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the School's legal obligations under the Technical and Further Education Act 2017 and Section 42B of the Education Act 1997.

6.2 All students are entitled:

6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

6.2.3 to understand how to make applications for the full range of academic and technical courses.

6.3 The School's Provider Access Policy is attached as Appendix 2 and explains the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents/carers to inform them about further opportunities.

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## 7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy and the CEIAG Programme will be measured in a variety of ways:

7.2.1 feedback from stakeholders through mechanisms such as the Future Skills Questionnaire and Post Event Surveys.

7.2.2 feedback from external visitors to the school such as Employers and Ofsted.

7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to against the equivalent figures from similar schools both nationally and within the county.

7.3 The Governors of The Appleton School will review this policy every two years.

## The Gatsby Benchmarks - Appendix 1

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. <input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the</p>	<p><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects</p>

	relevance of STEM subjects for a wide range of future career paths.	help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.  *A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> *A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## Provider Access Policy - Appendix 2

### Introduction

The Appleton School's CEIAG Policy sets out the arrangements for allowing a range of education and training providers to access all students in years 7 to 13 in order to give them information about their technical education and apprenticeships programme. This complies with the School's legal obligations under the Technical and Further Education Act 2017 and Section 42B of the Education Act 1997.

### Student Entitlement

All students in years 7 to 13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students in years 8 to 9, and two encounters for students in years 10 to 11. For students in years 12 to 13, particularly those who have not decided on their next steps, there will be at least two more encounters which are optional for students to attend.

These provider encounters will be scheduled during school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- Explain what careers routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- Answer questions from students

### Meaningful Provider Encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#). Management of provider access requests

### Procedure

Providers wishing to request access to students, other than at events which are already embedded in the careers programme, should send an email to [kpalmer@theappletonschool.org](mailto:kpalmer@theappletonschool.org) or contact Mrs Kate Palmer on 01268 794215.

### Opportunities for access



The school offers the six provider encounters required by law as well as a number of additional events as shown in our Careers Programme which is available on the School's website. We will offer providers an opportunity to come into school to speak to students or their parents/carers in the form of assemblies or drop-ins which take place outside of lesson time.

#### Premises and facilities

A suitable venue will be made available which is appropriate to the activity. Technical and specialist equipment will be made available if possible and will be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus, leaflets, or other relevant course literature, for students and this will be made available in the Careers Resource Area which is open before and after school and at break and lunch time or electronic copies will be published on the School's Careers Portal which is available to all students and parents/carers. Posters advertising open events will be displayed on the student noticeboard outside the Careers Resource Area.

Contact: Mrs Kate Palmer

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