

THE GATEWAY ACADEMY POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

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| This Policy was ratified by the Board of Directors on : | Summer 2024 |
| This Policy will be reviewed by the GLC Board on : | Summer 2027 |

GLC Mission Statement

The GLC’s mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC’s commitment to equality is enshrined in our mission statement to develop ‘active and thriving citizens within a diverse, truly fair and equal community’.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Policy for Careers Education, Information, Advice and Guidance [CEIAG]

The Gateway Academy's careers education and guidance programme aims to make a major contribution in preparing young people for opportunities, responsibilities and experience of life. They help young people make decisions and manage transitions as learners and workers. The GLC believes that it is vital that all 11-16 year olds have the knowledge and skills they need to make informed choices for their future.

Rationale for CEIAG

A young person's career is the progress they make in learning and work. All young people at Gateway need a planned programme of activities to help them choose a post-16 pathway that is right for them and to be able to manage their careers and sustain employability throughout their lives.

All schools have a statutory duty to provide careers education in years 7-11 [1997 Education Act, 2003 Education Regulations] and to give students access to careers information and impartial guidance [1997 Education Act, 2008 Education and Skills Bill, 2011 Education Act].

Commitment

The Gateway Academy and the wider GLC is committed to following the most up-to-date DfE guidance and National Framework for careers education as outlined in the Department for Education [2017] *Careers Strategy: Making the Most of Everyone's Skills and Talents* and the Department of Education [2018] *Careers Guidance and Access for Education and Training Providers*.

Development

This policy was developed and will be reviewed every three years in discussion with teaching staff, the careers advisers, students, parents, governors, advisory staff and other external partners.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key GLC policies including:

- The Curriculum Policy;
- Teaching and Learning Policy;
- Disadvantaged Pupils' Policy;
- SEND Policy;
- More Able Pupils' Policy.

Students' needs

The careers programme is designed to meet the needs of every student at the Gateway Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students at risk of becoming NEET [not in education, employment or training] are identified early in key stage 4, or sooner if they are deemed high risk, and have access to an intensive and regular programme of support involving the careers advisor, parent/carer, pastoral lead, SEND provision [where appropriate] and a range of external support partners and agencies.

Entitlement

All students are entitled to a Careers Education, Information, Advice and Guidance [CEIAG] programme that:

- Adheres to the Provider Access Legislation [PAL];
- Adheres to the Career Development Institute [CDI] Code of Ethics;
- Provides good quality careers advice;
- Provides personal advice and guidance which is in the best interests of all students;
- Motivates students to achieve good grades and consider all the careers options available to them;
- Provides opportunities to work with employers, local colleges and others;

- Provides opportunities to have real-life contact with the world of work;
- Develops employability skills including skills for self-employment;
- Supports equality, inclusion and the development of aspirations;
- Helps students to see career development as a life-long process;
- Develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market [LMI];
- Ensures students are aware of the full range of routes available at each stage in their lives;
- Provides opportunities for contact with employees, employers, colleges and universities and experience of workplaces;
- Is contained within all subjects across the curriculum.

By fulfilling the entitlement, The Gateway Academy will meet the statutory guidance on careers outlined by the government, being the Gatsby Benchmarks. These include:

1. A stable careers programme;
2. Learning from career and labour market information;
3. Addressing the needs of each student;
4. Linking curriculum learning to careers;
5. Encounters with employers and employees;
6. Experiences of workplaces;
7. Encounters with further and higher education;
8. Personal guidance.

Management

SLT lead for Careers has oversight of the careers programme.

Staffing

All staff contribute to CEIAG through their roles.

Specialist sessions are delivered by the careers and employability team and external partners.

The CEIAG programme is planned, implemented, monitored and evaluated in consultation with the Thurrock Careers Personal Adviser who provides specialist support and careers IAG, with additional support provided by external partners such as Make Happen and the online platform Unifrog.

Curriculum

All students are entitled to a one week work experience placement during Year 10.

The careers programme includes careers education sessions, career guidance activities [group work and individual career guidance interviews], information and research activities, work-related learning [including a one week work experience placement], mock interviews and individual learning planning/portfolio activities.

Careers lessons and careers / next steps assemblies are embedded as part of the Academy's PAD [personal and academic development] programme.

Other focused events, e.g. a 'Next Steps' college, sixth form, apprenticeship and careers preparation evening is available to all Year 11 students every September and the Year 9 and Year 10 curriculum evenings. Work experience preparation and follow-up take place in appropriate parts of the curriculum.

Students are actively involved in the planning, delivery and evaluation of activities.

Each Faculty area within the Academy is responsible for contributing to the careers journey of students. For example, displaying career pathways, inviting industry experts to talk to students, inviting former students

to talk to current students and ensuring that links to careers are an explicit component in schemes of learning.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

Staff development

Staff training needs are identified through line-management and performance management processes with CPD programmes developed through the year resulting from this. Additionally, all staff are expected [as part of their teaching contract] to maintain an up-to-date knowledge of career opportunities in their subject area through subject publications and colleague networks.