



Grace Academy

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

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1. Introduction – The 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 career 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 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

1.1 Commitment

Grace Academy is committed to providing a planned programme of Careers Education for all students in Years 7-13 and Information, Advice and Guidance in partnership with Independent Careers Advice Service and in line with DCSF Quality Standards for Information, Advice and Guidance.

Grace Academy endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant guidance from the DCSF, QCA and Ofsted. CEIAG is closely linked with whole school aims and development plans.

1.2 Development

This policy was developed and is reviewed annually through discussions with teaching staff; the Grace Academy Independent Careers Advice personal adviser(s), students, parents, governors, advisory staff and other external partners (e.g. education-business partnership).

1.3 Links with other Policies

The policy for CEIAG supports and is itself underpinned by a range of key Grace Academy policies in particular those for; teaching and learning, assessment, recording and reporting achievement, work related learning and enterprise, equality and diversity, and inclusion.

2. Objectives

2.1 Students' Needs

The careers programme is designed to meet the students' needs. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. It aims to increase participation by all young people in CEIAG, employment and training, and to raise achievement in order to foster lifelong learning and build upon students' individual abilities and aspirations for their own benefit and for the benefit of the economy and community as a whole.

2.2 Entitlement

Students are entitled to careers education and impartial information and guidance that meet professional standards of practice and are person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents/carers. The programme will promote equality of opportunity, inclusion and anti-racism as stated in the entitlement statement.

3. Implementation

A member of staff from each Academy will be responsible for co-coordinating the careers education programme.

3.1 Staffing

All staff contribute to Careers Education and Guidance (CEG) through their roles as tutors and subject teachers. Staff training in CEG is undertaken as and when necessary by those involved in the implementation of the programme. Specialist sessions are delivered by form tutors during form time. The careers programme is planned,

monitored and evaluated by the work experience co-coordinator in consultation with the Independent Careers Advice personal adviser who provides specialist careers guidance.

3.2 Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), at key transition points e.g. Year 8 (options) and work experience. Other focused events include KS3 World of Work, Enterprise Week and Stock Market Challenge in the 6th form. Work experience preparation and follow up take place at the appropriate times in Year 10.

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

3.3 Assessment and Accreditation

The intended career learning outcomes for students are based on the National Framework and are assessed using assessment for learning AFL techniques.

3.4 Partnerships

An annual Partnership Agreement is negotiated between the academy and Independent Careers Advice which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local 14-19 partners.

3.5 Resources

Funding is allocated in the annual budget planning round in the context of whole academy priorities and particular needs in the CEG area. A member of staff at each academy is responsible for the effective deployment of resources. Sources of external funding are actively sought.

3.6 Staff Development

Staff training needs are identified as part of the Partnership Agreement process with Independent Careers Advice Service. Funding is accessed through Independent Careers Advice and from individual academy funds. Grace Academy will endeavor to meet training needs within a reasonable period of time.

4. Monitoring, Review and Evaluation

The Partnership Agreement with Independent Careers Advice is reviewed termly. The Career Policy is reviewed annually using the local quality standards for CEG to identify areas for improvement. Action research evaluation of different aspects of CEIAG is undertaken when appropriate.