January 2025

Next Review date: September 2026

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

This policy applies to all academies managed by Wootton Academy Trust (WAT).

Person responsible: Assistant Head – Careers & Work Experience

Reviewed by: Executive Headteacher

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1. Introduction.

This policy has been developed to underpin and support WAT's CEIAG Strategic Plan in response to the DfE statutory guidance Careers guidance and access for education and training providers updated most recently in January 2023. This guidance references:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 9 to 13. For more detail on these encounters, see our provider access policy statement, which you can find at the end of this policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that as an academy in England, we're now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found at the end of this policy.

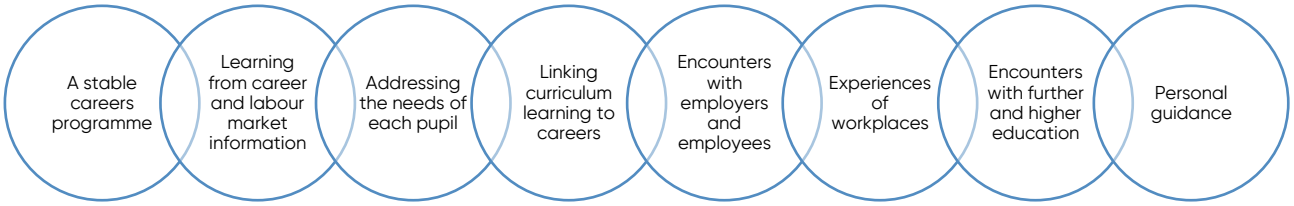
The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all students.

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for students in Year 9 – Year 13 as required by the 2011 Education Act. In implementing this duty, we will pay regard to the Gatsby Benchmark regarding personal guidance.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Working towards holding a nationally recognised careers Quality Award, to demonstrate excellence in CEIAG which is a recommendation of the statutory guidance.

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:



The Trust's planned CEIAG provision reflects the CDI Framework for Careers, Employability and Enterprise Education, as well as the PSHE Association programme of study.

2. Rationale.

Careers Education, Information, Advice and Guidance across WAT should provide a foundation for students to move not only in to further education, vocational training or employment, but to the next stage of their development as citizens. We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders our aim is for every child and young person to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed.

We are committed to providing a planned programme of high-quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognise the important role that careers education / work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

3. Aims & Objectives.

Our Mission - "*The Pursuit of Excellence*" supporting all students to achieve their personal best regardless of background

WAT seeks to provide a planned programme of CEIAG for students in partnership with, training and HE providers, businesses, parents, alumni and other external agencies.

The trust's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the trust's CEIAG programme covers 6 learning areas:

- Grow throughout life – grow throughout life by learning and reflecting on yourself, your background, and your strengths
- Explore possibilities – explore the full range of possibilities open to you and learn about recruitment processes and the culture of different work places
- Manage career – Manage your career activity, make the most of opportunities and learn from setbacks
- Create opportunities – Create opportunities by being proactive and building positive relationships with others
- Balance life and work – Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
- See the big picture – see the big picture by paying attention to how the economy, politics and society connect with your own life and career

In undertaking the above, we believe we will:

- Help pupils prepare for their respective workplaces and career planning in the longer term
- Provide experience and understanding of the working world
- Ensure students are aware of the pathways they can pursue

Careers education forms an integral part of the curriculum at WAT academies. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. The Trust's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

4. Leadership & Management.

Our Careers Leader is Iain Stewart who can be contacted by emailing istewart@wootton.beds.sch.uk who works closely with the senior leadership team and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENDCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

The Trust Executive Leadership Team (ELT) will:

- Support the careers leader in developing their strategic careers plan
- Make sure our trust's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in Years 9 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Facilitate opportunities to network with employers, education and training providers, and other careers organisations

The Board will:

- Appoint a member of the Board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in Years 9 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Other key staff involved in facilitating deliver of CEIAG in the trust:

- KC Head of College
- WUS Head of School
- KC Assistant Principal (KS5 Pastoral Leader)
- WAT Assistant Principal (Operations)
- WUS PSHCE Co-ordinator
- KC PSHCE Co-ordinator
- WAT SENDCOo
- Form tutors and pastoral tutors
- WAT Careers Administrator

5. Provision.

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school and college. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEN learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access. Our programme is being developed to meet the expectations outlined in the Gatsby Benchmarks.

Key Stage 3 Provision:

- Year 9 Careers Education programme delivered through PSHCE in the Guidance programme – Spring Term 1, 1 hour per week.
- Careers lectures series – delivered throughout Spring term.
- Year 9 'World of Work' day supported by employers.
- Year 9 interview challenge.
- Year 9 options discussions with form tutors.
- Year 9 drop in sessions with an external Careers Adviser.
- Guaranteed offer of a 1:1 interview with an external Careers Adviser for identified, targeted students (SEN, Pupil Premium, RONI).

By the end of Key Stage 3 all students will have:

- A better understanding of the full range of 14 - 19 opportunities for progression.
- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work.
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14 - 19 phase.

Key Stage 4 provision:

- Careers Education programme delivered through PSHCE in the Guidance programme – 1 hour per week. Year 10 – Summer term, Year 11 – Autumn term 1.
- Enrichment days supported by employers and other external providers and a taster event at Kimberley College.
- Careers lectures series – delivered throughout Spring term.
- Careers and Further Education Fair supported by employers, local training providers, universities, Bedford Borough Council and other external agencies.
- Workplace insights.
- Year 10 university visit.
- Work Experience.
- ASPIRE programme for high achieving students.
- Year 11 Apprenticeship Academy including a trip to the National Apprenticeship Show.
- Guaranteed offer of a 1:1 appointment with an external Careers Adviser for all students with a focus on post-16 options and career management skills.

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used online resources and other sources to investigate and explore future choices and progression routes.
- Experienced the world of work through visiting a local employer.
- Been given direct access to employers, colleges, training providers and universities.
- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.
- Been offered a 1:1 careers interview with an external Careers Adviser during key stage 4.

Key Stage 5 provision:

- Year 12 careers education delivered through the PSHCE tutorial programme.
- Year 12 one-week long work experience placement in the Summer Term.
- Visit to UCAS Convention and 'What Career, What Uni' live.
- Careers lectures series – delivered in the subject curriculum.
- ASPIRE programme for high achieving students.
- Year 13 UCAS pathway sessions delivered through the PSHCE tutorial programme.
- Year 13 'straight to employment' pathway sessions delivered through the PSHCE tutorial programme by a qualified Careers Adviser.
- Early entry (Medicine/Dentistry/Veterinary/Oxbridge) support programme
- Guaranteed offer of a 1:1 appointment with an external Careers Adviser to focus on post-18 options and career management skills.

By the end of Stage 5 all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used ICT software and other sources to investigate and explore future choices and progression routes.
- Received guidance on the UCAS application procedure and degree apprenticeship recruitment processes.
- Been given direct access to employers and universities.
- Been given guidance to help identify a range of Post-18 options.
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.

6. Resources.

A careers library is available at both Wootton Upper School and Kimberley College, located in the Careers Hub it is easily accessible to both students and staff. Materials are audited annually and replaced when necessary.

Funding is allocated in the annual budget planning round. Funding for developments in CEIAG is considered in the context of whole school priorities. Sources of external funding are actively sought. Physical resources are updated annually as well as new digital resources purchased as and when needed.

7. Staff Development & CPD.

Staff training needs for planning and delivering the CEIAG programme are identified within the trust's strategic improvement plan. The Careers Leader regularly attends careers meetings / networking events as well as industry specific events in order to ensure they are up to date with all industry and labour market information.

8. Monitoring, Review & Evaluation.

The Careers Lead is responsible for the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. Our reporting for CEIAG draws information from a number of sources including:

- Student, parent/carer and staff surveys
- Student focus groups
- Regular meetings with the external Careers Adviser
- Evaluation of activities as and when they happen for one off activities
- Evaluation of on-going activities at the end of the academic year
- Student feedback e.g. evaluations on careers day, work place visits etc
- Information on intended destinations for Year 11, 12 and 13 learners
- NEET, intended and actual destination data

This is then turned into a detailed strategic improvement plan, which will be linked to the overall Trust Improvement Plan. The Careers Lead reports annually to the SLT and Local Governing Boards.

9. Partnerships & Service Level Agreements.

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership with the external Careers Advisers, the South Midlands Careers Hub and local employers. Partnership agreements and Service Level Agreements are reviewed annually.

10. Business Links.

The trust works with South Midlands Careers Hub to engage with an Enterprise Adviser.

11. Engaging Parents / Carers / Alumni.

The Trust's academies seek to engage parents / carers actively in the formulation and development of careers provision. Regular careers updates together with requests for assistance with careers events are provided through the school newsletter and other social media. A database of parents / carers / alumni able and willing to support with events and other planned activities such as work experience is maintained and updated by the Careers team.

Parents/carers are vital to students understanding of career choices and the decisions they make. We provide all parents/carers with up-to-date information on choices at 14+, 16+ and 18+ and arrange parents' information sessions. They are also encouraged to make appointments to talk to teachers or our external Careers Adviser to discuss individual concerns.

12. Links with other policies.

This CEIAG policy is linked to our:

- Education Visits Policy
- PSHE & Citizenship Policy
- Teaching & Learning Policy

13. Supporting Documents.

- CEIAG Strategic Plan
- CEIAG Programme

14. Glossary.

DfE	Department for Education
HE	Higher Education
CEIAG	Careers Information, Advice and Guidance
PSHCE	Personal, Social, Health and Citizenship Education
SENDCO	Special Educational Needs Co-ordinator
SEN	Special Educational Needs
CTD	Collapsed Timetable Day
EAL	English as an additional language
SEMLEP	South East Midlands Local Enterprise Partnership

Appendix A - Personal data breach procedure

Wootton Academy Trust [WAT]: Provider Access Policy Statement

Aims

This policy statement aims to set out the arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

The requirements and entitlements in sections 2 and 3 apply to Wootton Upper School and Kimberley College

This complies with WAT's legal obligations under Section 42B of the Education Act 1997.

Children and young people entitlement

All children and young people in Years 9 -13 are entitled:

- 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.
- To hear from a range of local providers about the opportunities they offer regarding technical education and apprenticeships – through options events, assemblies, careers workshops and taster events.
- To understand how to make applications for technical courses and apprenticeships.

The encounters that the trust must offer pupils in Years 9 – 13

- 2 encounters for pupils during the 'first key phase' (Year 8 of middle school or Year 9 at Wootton Upper School)
  - All pupils must attend.
  - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9.

- 2 encounters for pupils during the 'second key phase' (Year 10 or 11)
  - All pupils must attend.
  - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11.

- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
  - Pupils can choose to attend although we would advise most to attend.
  - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13.

These encounters will happen for a reasonable period during the standard school day. We will seek to provide additional complementary experiences, but encounters outside of school hours won't count towards these requirements.

We will ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

Management of provider access requests

Procedure

A provider wishing to request access should contact Mr Stewart:

Telephone: 01234 767123 / 01234 762890 or by email: istewart@wootton.beds.sch.uk

Opportunities for access

A range of events, which are integrated into the WAT careers programme, will offer providers an opportunity to come into school and college to speak to students and/or their parents. The calendar of events varies from year to year; therefore, providers need to contact the appropriate staff member named above to identify the most suitable opportunity. These events are usually calendared well in advance, so it is essential that providers contact us early in the academic year to be involved in our planning. Access to students will be granted on the understanding that the information and guidance offered by providers is related to technical courses and apprenticeship opportunities only.

Safeguarding

WATs policy on safeguarding sets out the Trust's approach to allowing providers into its schools as visitors to talk to our students.

Premises and facilities

WAT will make available the main hall or classrooms for discussions between the provider and students, as appropriate to the activity. WAT schools will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Careers

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub, which is managed by the Head of Careers. The Careers Hub is available to all students.

Approval and review

Approved on 11 February 2025 by WAT Curriculum and Standards Committee

Next review: January 2026

Signed on behalf of Wootton Academy Trust: