



RUSHEY MEAD ACADEMY
CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. Dfe 2021

Introduction

Rushey Mead Academy is vibrant, joyous, and successful school which challenges each member of its community to excel. We are proud to serve a uniquely diverse community in the north of Leicester, in our larger than average 11-16 mixed comprehensive school which benefited from a £17m rebuild as part of the national Building Schools for the Future programme. Therefore, we now have purpose-built high-quality facilities for each area of the curriculum.

Our students enjoy coming to school as attested by our average attendance rate of 97%. We are well supported by our parents who are keen for their children to achieve highly and progress to higher and further education. Our NEET figures for the past 5 years have averaged at less than 1%. This compares very favourably with local and national figures.

CEIAG is an integral part of the whole school curriculum and permeates the work of all faculties and all subject areas. The CEIAG curriculum addresses and meets the requirements of the Gatsby Bench marks.

The eight Gatsby Benchmarks are:

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Rationale

The CEIAG Policy will be referred to when planning, reviewing, and developing the Careers Education and Guidance Curriculum and it is linked to the School Improvement Plan.

Aims

Our school aim is that through CEIAG all students, regardless of their age, gender, faith or special educational needs, are given the opportunity to develop the skills, knowledge and understanding they will require to make and implement well-informed, realistic career decisions. In line with national guidance the school will support students in:

- Understanding themselves and the influences on them (self-development)
- Investigating opportunities in learning and work (career exploration)
- Making and adjusting plans to manage change and transition (career management)

Objectives

By the end of Year 11, Rushey Mead students will, through improved self-awareness:

- Know their own strengths, weaknesses, and potential, and have developed a positive self-image.
- Know how others see them.
- Have made decisions about their own interests and future career.
- Know and understand the importance of co-operation and working in a team.
- Have developed the confidence to make informed decisions about their future.
- Have recognised their own academic potential and how this relates to future careers.
- Have a positive attitude to equality of opportunity.
- Have developed the confidence to take responsibility for their own decisions.
- Recognised the importance of action planning and helping to implement decisions.
- Have produced an individual personal statement and CV.

Through occupational awareness:

- Know how to access information on occupations, training and educational opportunities.
- Have an awareness of local opportunities in these three areas.
- Understand how the job market works.
- Know and feel confident to communicate with the agencies that can offer help.
- Have an understanding of recruitment, training and selection procedures in work, education and training.
- Have learnt about strategies that help to combat discrimination in employment, training, and education.
- Engaged with multiple careers sessions from outside agencies.

Careers Education is an important part of the whole curriculum. Beginning in Year 7 and progressing through KS3 and KS4, in line with the Framework for careers, employability and enterprise education programme (2020) and PSHE Education Programme of Study (2020) will:

- Empower young people to plan and manage their own futures.
- Respond to the needs of each learner.
- Provide comprehensive information, advice and guidance.
- Raise student's aspirations.
- Actively promote equality of opportunity and challenge stereotypes.
- Help young people to progress by making good decisions and transitions.

Careers Education is delivered as an integral part of the tutor time, "stop the clock" sessions, UniFrog and PSHE curriculum at KS3.

At KS4 the programme is delivered through tutor time, "stop the clock" sessions, addressing issues such as PS16 applications, UniFrog and through assemblies.

At both key stages materials are produced, delivered, and monitored on an annual cycle.

Information, Advice and Guidance is provided in a number of ways including:

- Through faculties and subject teaching.
- In form time with form tutors.
- 1:1 Interviews and group sessions.
- Assemblies.

- Parent evenings.
- Specific 'Stop the Clock' sessions.
- Connexions input with 'vulnerable' students.
- Lunchtime Career Talks.
- 1:1 guidance sessions.

The programme is managed by a lead teacher with responsibility for CEIAG. The lead teacher manages the programme with the Careers Adviser. The Careers adviser has completed the OCR Level 6 Diploma in Career Guidance and Development (QCF) (Sept 2021). The careers administrators have completed the Level 3 IAG qualification (August 2021).

Careers information is managed and kept up to date by the Careers Officer, Careers administration team, Connexions, and the teacher in charge.

- The careers resources area is constantly reviewed and updated.
- Local and National publications are kept updated along with websites and software packages which are networked throughout the school.
- With the school now moved forward using UniFrog, careers have their own set of Chromebooks in their allocated area within school.

Wider Support for CEIAG

- One week of work experience in Year 10 for all students.
- Liaison with the Learning Support Department.
- Educational Welfare Service and Connexions for students with learning/and or attendance difficulties.
- Events for parents and students which include CEIAG.
- Apprenticeship events.
- Enterprise activities.
- Gifted and Talented and Higher Education tasters/visits and Events.
- Special needs support.
- PS16 post 16 application system with tutor monitoring and support.
- Involvement with the National Citizenship Service.

Student Entitlement

- All students through Years 7-11 will be aware of their CEIAG entitlement through an induction with careers staff.
- The language used, as far as possible, will be student friendly and the documentation will be fully explained to students in their form groups.
- The entitlement statement will alter depending on the year group focus. Parents can access a copy of each student's entitlement statement through the website.

Management and Reviewing CEIAG

- CEIAG is overseen in school by a teacher.
- Aspects of the programme are in turn led by the named key personnel listed in the CEIAG Policy. All staff are ultimately responsible to the principal.
- There is a named governor who has the overview of CEIAG in the school.
- The school has close working links with Leicestershire Connexions Service.
- CEIAG across the School is monitored in an on-going way throughout the year.
- Evaluation of CEIAG is undertaken annually with reference to aims and objectives set out in other documents e.g., the school improvement plan.

- Views of staff, students, parents, and Connexions about CEIAG are collected and these views feed into the evaluation process.

Monitoring, Evaluation and Review

The principal, along with the Assistant Principal for Personal Development and the Careers Leader, will take a key role in monitoring and evaluating the policy. The policy along with other school policies will be available on the school website.

Staff Member Responsible for Policy – Nicole Thanki

Next review date – November 2023

Key Personnel for CEIAG

Teacher in charge	Nicole Thanki
Rushey Mead Academy Personal Advisers	Marie Butler
Rushey Mead administrative staff	Sarah Sewell, Liz Mee
SENCO	Veena Shaunak
Named Governor for CEIAG`	Sue Dunsford

**Rushey Mead Academy
CEIAG Policy**

Version	Date	Author	Reason for Change
0.1	29.04.2015	ZCO	Review of policy.
0.2	31.10.2017	ZCO	Review of policy. Changes to personnel. Changes to how the policy will be monitored have been implemented. The Governing Body will no longer review the policy annually. Governors will be updated kept informed of when policies are introduced, reviewed, updated, replaced, approved, or retired. Governors will be sent a policy summary update in advance of each local governance committee meeting.
0.3	21.11.2019	ZCO	Review of policy New personnel Careers strategy and Gatsby benchmarks introduced Dec 2017.
0.4	26.10.21	NTH	Review of policy Updates of staff personnel. Updates of work across RMA.