

# Northstowe Secondary College

## Careers Education, Advice, Information and Guidance Procedures

The following procedures should be used in conjunction with the DfE (2017) '[Careers guidance and access for education and training providers](#)' statutory guidance. All Meridian Trust Academies are encouraged to seek external Quality Assessment for their CEIAG activities.

### Document Control

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## 1 Purpose

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and go on to jobs or courses which suit their needs.

In particular, we intend our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop the aspirations and motivation to underpin their academic, personal and career development
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and confidently, and cope with change and transition.

The following should be used in conjunction with the DfE statutory guidance: '[Careers guidance and access for education and training providers](#)' (September 2022) and associated advice '[Destinations Data: Good Practice for schools](#)' (October 2018).

## 2 Responsibility

Northstowe Secondary College use the Gatsby Charitable Foundation's Benchmarks as the foundation of their careers programme. The Gatsby Benchmarks are not a statutory framework but by adopting them, we can be confident that we are fulfilling our legal duties and responsibilities.

We have a statutory duty to provide opportunities for a range of education and training providers to access all pupils in Year 8 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. We must have a policy statement on our website setting out our arrangements for provider access and ensure it is followed.

The responsibility for Careers Education and Guidance comes under the jurisdiction of the Careers, Education, Information, Advice & Guidance Leader (CEIAG Lead) and a nominated member of the Academy Council.

The role and support for it should be reviewed annually in the light of changes occurring within the field of guidance and work related awareness.

The statutory duty requires NSC to ensure that all registered students at the school are provided with independent external professional careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

Much careers advice and information is delivered through subjects by teachers and tutors and CEIAG is therefore an important element in the CPD/training of all teaching staff.

### **3 Application & Strategy**

We must ensure that the independent careers guidance provided is fully supported by members of the Leadership team and:

- Is presented in an impartial manner
- Is in the best interests of the students to whom it is given.
- Includes information on the full range of education or training options, including apprenticeships and other vocational pathways

At NSC, we have a strategy for CEIAG which adheres to the following principles:

- Provide access to a range of activities that inspire young people
- Build strong links with employers
- Offer a range of experiences to prepare students for the world of work
- Ensure good quality advice on KS4, post-16 and post-18 pathways to students
- Provide face-to-face advice and guidance through a varied careers programme
- Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16 (NEET), and the services that are available to support them
- Provide information to students about the financial support that may be available to help them stay in education post-16 and post-18
- Ensure that students are aware of out of school opportunities that could help them with their careers aspirations
- Stress the vital importance and powerful market value of a good GCSE in maths and English
- Students understand that a growing range of career choices require a good foundation within STEM subjects

### **4 Programme of Activities and Partnerships**

The needs of each student are the focus of tutors and staff and help for each individual is complemented by the CEIAG programme within the curriculum for each year group. In outline this covers:

- Year 7: Raising awareness of career opportunities and exploring careers
- Year 8: Understanding different education routes and career paths, making sound option choices, enterprise activities
- Year 9: Exploration of educational routes
- Year 10: Work experience placements and work-related skills
- Year 11: Work related skills and post-16 planning

Work related learning and enterprise activities are an important aspect of the CEIAG curriculum for all year groups, involving outside speakers and collaboration with our partners from the business and wider community.

We are constantly working to extend the range of employers and educational institutions involved in supporting CEIAG at NSC. whether through the provision of work experience or through involvement in fairs, career talks and workshops. NSC works with Form the Future which helps to bring together schools and employers across Cambridgeshire in support of CEIAG. NSC's involvement in schemes like the Duke of Edinburgh Award also provide opportunities for valuable experience and personal development as do a range of entrepreneurial activities at NSC.

## **5 Responsibility for CEIAG**

Development and organisation of NSC's CEIAG programme is the responsibility of the CEIAG Leader, currently Adam Roberts. The CEIAG Leader:

- Supports academic departments in identifying and supporting initiatives and opportunities in CEIAG related activities.
- Coordinates the programme of Year 10 Work Experience
- Works with the designated senior leader responsible for NEET to ensure that such students are identified and monitored throughout their time at NSC.
- Works to establish and develop links with local industry and business, working with organisations such as Form the Future, a social enterprise which facilitates links between employers and schools.
- Supports Parents Guidance evenings as and when required throughout the year.
- Publishes regular updates on activities and information on guidance via the parent newsletter, social media and the NSC website throughout the year.
- Using the Gatsby Benchmarks, ensures that the delivery of CEIAG is to a high standard and meets the requirements for the achievement of the national quality standard through the Cambridgeshire CEIAG Award.

CEIAG is provided through several areas across the school. CEIAG is promoted and taught during Tutor sessions, individual 1:1 session with staff or a trained Career Adviser, delivered during enrichment days or by specialist input arranged by the CEIAG Leader at specific times in the year.

Time and interview space for individual guidance is provided, and the CEIAG Leader arranges external professional careers guidance when additional or impartial guidance is required and also liaises with other external professionals in the locality teams where specialist support is needed.

Training and time to attend relevant conferences and meetings are available for the CEIAG Leader.



## **6 Monitoring, evaluation and review**

We monitor, evaluate and review our provision each year. The CEIAG Lead and nominated member of the Academy Council should report annually to the Academy Council, reviewing outcomes in the light of the current CEIAG Strategy and Procedure and seeking approval of any changes for the forthcoming year.

Monitoring could include destinations measures data, student surveys, parental and staff feedback and benchmark tools (such as the Gatsby Benchmark). External Quality Assessment, and preparation for this, can also identify strengths and weaknesses in provision.

Information on our careers programme must be published on the academy website and available in hard copy. This must include the date of the next review of the programme and should also invite comments from pupils, parents, teachers, governors and employers as part of the formal evaluation of the careers programme, and use destination data alongside regular feedback to demonstrate how the school measures the impact of its careers programme.