



ASHLAWN  
SCHOOL

**CAREERS EDUCATION,  
GUIDANCE AND  
INFORMATION (CEIAG)  
AT ASHLAWN SCHOOL**

<b>Next review date:</b>	<b>June 2025</b>
<b>Owner:</b>	<b>Natasha Booth</b>
<b>Status:</b>	<b>Awaiting approval</b>

## **Principles**

Ashlawn has the highest expectation of our students and their potential; to be their best, always. We recognise that Careers Education, Information, Advice and Guidance (CEIAG) is a significant component of a high quality education for all of our students in preparing them for life and to take their place as suitably qualified and responsible adults within society. It enables our students to become adults who are able to make informed choices and achieve personal and economic wellbeing throughout their lives with the highest of aspirations. CEIAG provision at Ashlawn School will enable students to develop key employability and enterprise skills which are highly valued by employers, colleges, universities and apprenticeship providers. By engaging parents and the local community, our aim is for every student to fulfill their potential and be inspired to achieve a successful future. It is with this objective that our CEIAG programme has been developed, ensuring that the recommended 8 Gatsby benchmarks are met.

## **Aims**

This policy aims to set out Ashlawn's provision of impartial and informed careers guidance for our pupils. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

## **How this will be achieved:**

Ashlawn School has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from Year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil

4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group. Our provision is outlined below.

All students will have access to, and support with using, careers information that is:

- Easy to find and available at convenient times and in convenient locations including via the internet
- Clearly labelled and referenced
- Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help

This will be done via:

- Careers displays
- Library and careers hub
- ICT
- Assemblies
- Interviews
- Links with local businesses

### **Across all key stages**

- All students will have at least six encounters with technical education or training providers between Y8 - 13
- Independent careers advice between Y7-13 in the form of assemblies, group sessions and 1:1 appointments

### **Key Stage 3**

- Advice and guidance to make the right choices for KS4 options
- Careers lessons throughout PSHEE and tutor time PD programme covering self-reflection, understanding what is meant by 'career', exploration of the world of work, exploration of options at KS4, Post-16 and Post-18 pathways, introduction to Labour Market Information (LMI) and how to manage money
- A range of assemblies by independent careers advisor, education providers and employers
- Trips within faculties that are career focussed
- Year 9 will have access to a careers fair
- Use of Unifrog programme to support and track career goals

### **Key Stage 4**

- Advice and guidance on making the right choices for Post-16 options
- Exploration of employability skills and qualities, exploration of apprenticeships, academic qualifications, weighing up the right pathway for individuals, exploration of the world of work and what makes a good employer
- Careers fair with access to providers from different industry sectors and education providers
- Assemblies and talks from different providers and employers
- Work experience in Year 10
- Mock interviews in Year 11
- Independent careers advice from a qualified careers advisor
- Advice on careers in faculties
- Use of Unifrog programme to support and track career goals

### **Key Stage 5**

- Preparation for UCAS applications and writing personal statements
- Exploration of Post-18 pathways, both academic and apprenticeship routes
- Exploration of networking techniques, what makes a good employer, setting career goals, preparing for interviews, exploration and choosing universities and writing effective CVs
- Mock interviews in Y13
- Careers fair for Y12 and 13 with access to providers from different industry sectors and education providers
- Access to employers for talks on different careers
- Access to talks from universities
- Exploration about the financial costs involved with university
- Guidance on how to handle transitions
- Advice on careers within faculties
- Use of Unifrog programme to support and track career goals

### **SEND**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

## **Roles and Responsibilities**

- Ashlawn School will make use of Prospects for independent and impartial careers guidance advice
- To address the needs and circumstances of our students, face to face interviews with an independent adviser will be provided for students with SEN (special educational needs) or disabilities and students eligible for Pupil Premium
- We will work with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers to ensure that students have access to a range of options at each stage of their education
- We will evaluate our success in supporting students to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data
- Students will be made aware of the requirement to continue to study Maths and/or English after KS4 if they do not achieve a grade 4 or better
- The careers leader will seek representatives from each curriculum area to ensure careers is planned into subjects with meaningful extra-curricular opportunities

## **Monitoring and Evaluation**

This policy will be monitored through:

- Quality assurance processes which include lesson observations, work scrutiny, learning walks, student voice
- SLT monitoring of quality assurance processes through coaching meetings, learning walks, lesson observations interviews with staff and students
- SLT reporting to governors
- Student voice feedback
- External review processes such as those led by Ofsted and HMI
- Regular reviews of partnership activities with providers
- Outcomes for students including destination data

## **Links with other policies**

The policy for CEIAG supports, and is itself underpinned by, a range of school policies and should be read in conjunction specially with:

- Provider Access Legislation Policy
- Safeguarding Policy
- Teaching and learning, assessment and marking policy
- Special Educational Needs and Disabilities (SEND) policy