ASHLAWN
SCHOOL

CAREERS EDUCATION, INFORMATION AND GUIDANCE (CEIAG)

Next review date:	**March 2027**
Owner:	**Lorraine Cunliffe - Assistant Principal**
Status:	**Awaiting approval**

1. Principles

Ashlawn has the highest expectations for 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 equipping them with the essential skills for today's working world and preparing them to take their place in society as suitably qualified and responsible adults. CEIAG provision at Ashlawn School will enable students to develop key employability and enterprise skills which are highly valued by today's employers, colleges, universities and apprenticeship providers

We recognise the importance for Ashlawn students to leave school with the knowledge, skills and understanding required to help them make informed choices about their next steps and support them with their career aspirations. A mapped curriculum provides exposure to a wide variety of careers pathways to create aspiration which is supported by all stakeholders including the wider community.

We strive for every student to fulfill their potential and be inspired for their future beyond school. It is with this objective that our CEIAG programme has been developed, ensuring that the recommended 8 Gatsby benchmarks are met.

2. Aims

This policy aims to set out Ashlawn's provision of impartial and informed careers guidance for all 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 vitally important for our students' futures, and our provision is closely aligned to the 8 Gatesby benchmarks which aims to:

1. Provide all students with regular exposure to a stable careers programme
2. Promote equality of opportunity by addressing the needs of all pupils
3. Provide exposure to a wide range of higher and further education providers to develop their awareness of the variety of education and training routes available
4. Support all students with securing work experience placements in Year 10 and 12 to give them experience in the working world
5. Link careers to the curriculum through the engagement of teachers and tutors
6. Provide a clear understanding of the working world and the latest market trends and information
7. Develop pupils' awareness of the variety of careers opportunities available to them through interactions with a range of employers
8. Help pupils to understand routes to careers that they're interested in, and to

make informed choices about their next step in education through work experience placements and employer interactions

3. How this will be achieved:

Ashlawn School has an embedded careers programme that aims to inform and encourage pupils to consider all their career options, and take steps to understand their choices and pathways. We provide careers guidance and exposure to a wide range of career pathway and employability skills to all pupils from Year 7 through to Year 13.

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, a specific careers year group classroom and Unifrog
- Clearly labelled and referenced
- Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help

This will be done via:

- Unifrog platform to explore careers and evidence skills
- Careers displays
- Lesson time linking careers to the curriculum
- Faculty champions in each faculty
- Whole school programme for Apprenticeship week and Careers week
- Whole staff Careers training on Training days
- Specific Careers Teaching and Learning Communities
- Alumni students
- Library and careers hub
- Employer interactions through Guest Speakers and workshops
- Assemblies
- Mock Interviews
- Links with local businesses
- Independent Face to Face Careers guidance for Years 11-13
- Careers Fairs in school

3. 1 Across all key stages

- All students will have at least seven encounters with technical education, training providers and employers between Y7 - 13
- Independent careers guidance and advice between Y7-13 in the form of

assemblies, group sessions and 1:1 appointments
- Fortnightly mapped careers PDP curriculum across all Key Stages in Tutor time exposing students to a wide range of pathways, careers, market information and essential skills
- Classroom based careers interactions through delivery of careers embedded into the curriculum and as part of whole school Careers programmes
- All students will be encouraged to take part in Competitions and Workshops such as the “High Sheriff’s Programme” and “Make a Difference” workshops to develop and evidence a range of key employability skills

3.2 Key Stage 3

- Advice and guidance to make the right choices for KS4 options
- Careers lessons throughout PSHE 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
- Logging of careers interactions and key employability on Unifrog to build an online skills library for every student

3.3 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
- Face to Face Independent careers advice from a qualified careers advisor
- Advice on careers in faculties
- Use of Unifrog programme to support and track career goals
- Logging of careers interactions and key employability on Unifrog to build an online skills library for every student

3.4 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

- Work experience in Y12
- Careers fair for Y12 and 13 with access to providers from different industry sectors and education providers
- Trips to both the UCAS Fayre and Apprenticeship Fayre
- Access to employers for talks on different careers
- Access to talks from universities
- Degree Apprenticeship focus and support by way of Guest Speakers, Trips and Workshops
- Exploration about the financial costs involved with university
- Guidance on how to handle transitions
- Individual Personal 1-1 Careers advice for all Year 12 and 13 students
- Advice and information on careers within faculties
- Use of Unifrog programme to inform, guide, support and track career goals
- Logging of careers interactions and key employability on Unifrog to build an online skills library for every student

3.5 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 for example extra support with securing work placements in Year 10 and 12.

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.

4. Roles and Responsibilities

4.1 Head of School

The Head of School will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision

- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

4.2 Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

4.3 Careers leader

Our careers leader is Lorraine Cunliffe, and they can be contacted by emailing cunliffel@ashlawn.tlet.org.uk. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) 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
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions

- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.5 Careers adviser

Ashlawn School will make use of Prospects for independent and impartial careers guidance advice for Year 11,12 and 13 students

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

5. Monitoring and Evaluation

5.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement
- 1 week’s worth of work experience activities

This will be monitored through the range of activities detailed below.

Key Stage 4

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships

in year 10 or 11 (this is set out in more detail in our provider access policy statement.
- 1 week's worth of work experience placement(s)

This will be monitored through the range of activities detailed below.

Key Stage 5

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement. These encounters are mandatory for the school to put on, but optional for pupils to attend.

This will be monitored through the range of activities detailed below.

5.2 Monitoring

This policy will be monitored through:

- Quality assurance processes which include learning walks and student voice
- SLT monitoring of quality assurance processes though coaching meetings, learning walks, interviews and feedback with staff and students
- Specific Careers Training at Learning Communities forums
- Staff Careers ambassadors across faculties sharing best practices
- Gatesby Benchmark reporting 3 times a year
- SLT reporting to governors
- SLT termly reporting on Employability
- 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 at KS4 and KS5

6. 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