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CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY (KS/CUR/058)

Committee Responsible:	Curriculum and Pastoral Committee
Lead Officer:	Deputy Headteacher
Date of Review:	November 2022
Date to be Reviewed:	November 2025
Signed:	
Date:	

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	November 2013
2	Policy Review and Update	November 2014
3	Policy Review and Update	November 2018
4	Policy Review and Update	November 2020
5	Policy Review and Update	November 2022

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CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

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1.0 CONTEXT

- 1.1 In September 2013, The Education Act 2011 was amended to extend the requirements for schools to secure access to independent careers guidance for students in Years 8-13. Careers guidance must be presented in an impartial manner to promote the best interests of the students to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships. In Year 8, information must include options available at age 14 such as University Technical Colleges, Further Education Colleges, Sixth Form Colleges and Studio Colleges.
- 1.2 For those over compulsory school age, information should include Higher Education and employment options post-18, including apprenticeships. Schools are held accountable for the destinations of their leavers through the annual production of destination measures.
- 1.3 The Skills and Post-16 Education Act 2022 specified that schools provide at least 6 encounters with providers of approved technical education qualifications or apprenticeships. These are to include 2 in Years 8/9, 2 in Years 10/11 (which are mandatory for all registered learners to attend) and 2 in Year 12/13 (mandatory for the school to offer but optional for learners to attend).
- 1.4 These providers are requested to provide information to students that includes:
- Information about the Provider and the approved Technical Qualifications or apprenticeships that the provider offers;
 - Information about the careers to which those technical education qualifications or apprenticeships might lead ;
 - A description of what learning or training with the provider is like;
 - Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.
- 1.5 Revised statutory guidance in the Education Act (September 2022) means that:
- schools and colleges are now legally required to provide career guidance to Year 7s.
 - there is longer a timescale by which institutions have to meet all 8 GBM by.
 - the Baker Clause has been amended (new PAL) & PAL Statement (see 1.3 above)
 - schools must comply with statutory duties/should make every effort to achieve 8 GBM
 - these changes must be put into place from January 2023
- 1.6 The government has asked Ofsted to carry out a thematic review of careers guidance for young people in schools, further education and skills providers, and to make recommendations to improve practice. Careers guidance, both in mainstream provision and in specialist settings, such as special schools and alternative provision, will be reviewed.
- 1.7 The thematic review will:
- assess the quality of careers guidance in schools and further education and skills providers
 - inform relevant stakeholders, including policymakers and providers, about the quality of careers education, information, advice and guidance
 - identify strengths and weaknesses in careers provision in schools and further education and skills providers, and make recommendations to improve practice

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- help to identify potential developments in the inspection training and guidance, and help share good practice and thinking across the inspectorate

1.8 The report will answer the following questions:

1. How well do leaders
 - fulfil their statutory duties to provide independent careers guidance?
 - ensure that careers education is of high quality?
2. To what extent do schools and further education and skills providers
 - engage with stakeholders (such as employers, careers networks and other providers)?
 - ensure that careers education contributes to local, regional and national opportunities and skills needs?
3. How does the curriculum help learners make informed choices about their future education, employment and training?

2.0 RATIONALE

2.1 The CEIAG programme is an important means of motivating students to raise aspirations and attainment. Keswick School firmly believes that all students from Years 7 to 13 have an entitlement to a programme which will encourage them to see career development as a life-long process.

2.2 CEIAG makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- supporting young people to make informed choices to plan and manage their own futures
- providing comprehensive information on all options: education, training, employment and career opportunities
- raising aspirations
- promoting equality, diversity, social mobility and challenging stereotypes
- enabling young people to sustain employment and achieve personal and economic well-being throughout their lives
- increasing levels of attainment
- Promoting self-awareness and decision-making skills

2.3 Keswick School aims to provide a high quality CEIAG programme to all our students by working in conjunction with Inspira, parents, representatives from local industry, Further and Higher Education Institutions (FEIs and HEIs), the Cumbria Careers Hub, the dedicated Careers Co-ordinator and Careers Advisor and other parties.

2.4 Our CEIAG is also framed to meet the needs of key groups including students with special educational needs (SEND), Looked After Children (CLA), students with attendance issues, students for whom English is an additional language (EAL), boarders, service children and students in receipt of the Pupil Premium (PP). It aims to support transitions and ensure progression through activities that are appropriate to each student's stages of career learning, planning and development.

2.5 Our policy is designed to help us address the Raising of the Participation Age (RPA) since the Education and Skills Act 2008 means that all young people are required by law, to continue in education or training until at least their 18th birthday.

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3.0 AIMS

3.1 The main aims of this policy are to:

- set out the procedures put into place to ensure that CEIAG is delivered in line with the requirements of the Education Act 2011
- ensure the school is working towards meeting the eight Gatsby benchmarks
- ensure the CEIAG entitlement for each year group is clear to all parties including students, staff, parents and governors
- develop students' aspirations, self-awareness and participation in CEIAG
- make clear to all staff and outside partners their roles and responsibilities within the area of CEIAG
- ensure the effective utilising of resources so that staff are able to support students with CEIAG throughout the school
- ensure there is a good working relationship between the school and outside agencies such as Inspira, and other partners
- ensure there is effective quality assurance of CEIAG and that procedures and delivery are continually evaluated and developed
- ensure we meet statutory requirements for provider access (Appendix 1)

4.0 CEIAG AT KESWICK SCHOOL

4.1 Careers guidance has become increasingly important with such large changes to both local and national labour markets, along with an ever-changing economic and political position within the UK and internationally.

4.2 There is now an increasing breadth and depth of content at both GCSE and A-Level. This, paired with the introduction of new qualifications and education routes post-16, including T Levels, means that quality careers guidance is vital to ensure that students choose suitable routes to achieve their aspirations.

4.3 Our students are faced with a myriad of choices, changes, challenges and a wealth of opportunities. It is our job as a school to educate, inform, advise and guide them in order that they leave us equipped and ready.

4.4 At Keswick School, careers guidance begins in Year 7 and continues every year until students leave school at the end of Year 11 (Key Stage 4) or Year 13 (Key Stage 5). We make sure that students and parents are aware of the importance of these decisions and how they can affect future career choices.

4.5 Keswick School's CEIAG programme is centred around *Careers Guidance and Inspiration in Schools* (DfE, March 2015). The main outcome of this plan is to achieve the eight recommendations of the Gatsby report *Good Career Guidance* (2014).

4.6 The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

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

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4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- 4.7 The Gatsby Benchmarks have been put into the heart of the Government’s new careers strategy published in December 2017. Keswick School is fully committed to fulfilling this obligation and regularly evaluates progress towards this using the Careers and Enterprise Company’s *Compass Tool*.
- 4.8 Keswick School is part of the Enterprise Advisor Network, working with a dedicated careers co-ordinator and a local volunteer Enterprise Advisor, a local senior business representative trained to co-ordinate and liaise with school to build employer engagement plans.
- 4.9 Keswick School’s Careers Lead, is an “Apprenticeship Champion”, awarded through the National Apprenticeship Service Skills Funding Agency. Keswick School is also part of the Western Consortium careers network group, and has strong ties with Inspira, the Cumbria Careers Hub, the Careers and Enterprise Company, the Cumbria LEP (Local Enterprise Partnership), the BEC (Britain’s Energy Coast) Business Cluster and the Centre for Leadership Performance.
- 4.10 The table below (2022-23) shows the key events that take place each academic year for each year group. Various CEIAG events also take place for specific groups of students or individual classes during each year (There may be occasional times when events may not happen due to factors outside of the schools’ control)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Employer visits (assemblies)	✓	✓					
Year 7 team building week	✓						
Futures Fridays	✓	✓	✓				
Careers days			✓		✓		
Opt-In Inspira careers interviews	(✓)*	(✓)*	(✓)*	(✓)*	✓	✓	✓
Opt-in careers talks					✓	✓	✓
National Apprenticeship Week February 6-12 2023	✓	✓	✓	✓	✓	✓	✓
National Careers Week March 6-11 2023	✓	✓	✓	✓	✓	✓	✓
Staff Careers Treasure Hunt	✓	✓					
Young Apprentice Club	✓	✓	✓	✓			
Work experience				✓		✓	(✓)*
Young Citizens Magistrates Mock Trial		✓	✓				
Young Citizens Bar Mock Trial					✓	✓	✓
Young Reporters Club (run by students)				✓	✓	✓	✓
Medical Society (run by students)				✓	✓	✓	✓
CV writing				✓	✓	✓	(✓)*
Mock interviews					✓	(✓)*	(✓)*
NCS (National Citizen Service)					✓	✓	
Duke of Edinburgh Award				✓	✓	✓	✓
Visit to Newcastle, Northumbria and Lancaster Universities						✓	
Visit to a university open day (boarders)					✓	✓	✓
Ethics Cup (RPE)						✓	

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Brussels Business trip							✓
Liverpool Business trip				✓			
Friars Chocolate Business Trip						✓	
Amazon Virtual Visit (Business Studies)							✓
Entrepreneur Talk (Business Studies)				✓			
Carlisle Industry Product Design visit						✓	✓
Leading Change Challenge (Centre for Leadership Performance)					✓	✓	
Dream Placement (Centre for Leadership Performance)						✓	
BAE Roadshow	✓	✓					
Marine engineering workshop		✓					
Oxbridge visit						✓	
Inspira Apprenticeship Skills Builder Day							✓
Apprenticeship Mock Interviews, with Local Employers							✓
Lego League competition	✓	✓	✓				

4.11 Calendar of Events

September	October	November
<p>Y11-13 opt-in Inspira careers interviews</p> <p>Y7-10 Young Apprentice Club</p>	<p>Y7 – 9 Futures Fridays</p> <p>Y7-10 Young Apprentice Club</p> <p>Y8 Marine Engineering workshop</p> <p>Y11-13 opt-in Inspira careers interviews</p> <p>Y11-13 opt-In careers, FE and HE talks</p> <p>Y11 Careers Day</p> <p>Y12 Dream Placement</p>	<p>Y7-9 Futures Fridays</p> <p>Y7-10 Young Apprentice Club</p> <p>Y13 Inspira Apprenticeship Skills Builder Day</p> <p>Y11-13 opt-in Inspira careers interviews</p> <p>Y11-13 opt-in careers, FE and HE talks</p> <p>Y10 Entrepreneur talk</p> <p>Y13 Amazon Virtual Visit</p> <p>Y11-12 Leading Change Challenge</p>
December	January	February
<p>Y7-9 Futures Fridays</p> <p>Y13 Apprenticeship Mock Interviews with Local Employers</p> <p>Y11-13 opt-in Inspira careers interviews</p> <p>Y7 Careers unit in PD lessons</p> <p>Y8 Step into the NHS Competition</p> <p>Y9 Careers Media unit in class.</p> <p>Y10 Writing CV's and LMI in PD lessons</p> <p>Y11 Interview Skills & Making Decisions in PD lessons</p> <p>Y11-13 opt-in careers, FE and HE talks</p> <p>Y7-10 Young Apprentice Club</p>	<p>Y7-9 Futures Fridays</p> <p>Y11-13 Bar Mock Trial Regionals competition</p> <p>Y11-13 opt-in Inspira careers interviews</p> <p>Y11-13 opt-in careers, FE and HE talks</p> <p>Y7-10 Young Apprentice Club</p> <p>Y13 Brussels Business trip</p> <p>Y11-12 Leading Change Challenge</p>	<p>Y7-9 Futures Fridays</p> <p>Y11-13 opt-in Inspira careers interviews</p> <p>Y11-13 opt-in careers, FE and HE talks</p> <p>Y7-10 Young Apprentice Club</p> <p>Y11-12 Leading Change Challenge</p>

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Y10 Business Christmas Fayre stall Y7-8 BAE Roadshow Y11-12 Leading Change Challenge Y12 Ethics Cup		
March	April	May
Y7-9 Futures Fridays Y7-10 Young Apprentice Club Y8-9 Magistrates Mock Trial competition Y9 Options Evening Year 9 Careers Day Y11-13 opt-in Inspira careers interviews Y11-13 opt-in careers, FE and HE talks Y12 TLT Solicitors WEX Trip (tbc) Y12 Visit to Lancaster University	Examination Season	
	Y7-9 Futures Fridays Y7-10 Young Apprentice Club	Y7-9 Futures Fridays Y7-10 Young Apprentice Club Y12 Work Experience Week Y12-13 Product Design Cumbria Industry visit (tbc)
June	July	August
Examination Season	Y7-9 Futures Fridays Y10 Liverpool Business Trip Y12 Oxbridge trip Y12 Visit to Newcastle and Northumbria Universities Y7-10 Young Apprentice Club Y11 NCS	Y11 NCS Y11 GCSE results Y13 A-Level results
Y7-9 Futures Fridays Y7-8 Careers assemblies Y7-10 Young Apprentice Club Y10 Work Experience Y12 Friars Chocolate Business Trip Y12 Careers Fair Y12 HE Days		

* Other activities are added throughout the academic year as they are finalised with external providers

5.0 ENTITLEMENT

5.1 Year 7 & 8

5.1.1 In addition to the above, students in Year 7 & 8 have a 3-week careers block delivered by their Personal Development (PD) teacher. This focuses on introducing them to the sources of information there are available and to get them thinking about the world of work and their future. It also highlights the opportunities available to them at age 14.

5.2 Year 9

5.2.1 Year 9 have a Careers Day in the Spring term, including the opportunity to speak to a range of employers and further education providers, apprenticeship providers and universities, researching their options, decision-making and links between their education and the world of work.

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5.2.2 A 'typical' timeline for the Year 9 into 10 options process is as follows:

- Futures Fridays sessions centred around options, decisions and making informed choices
- Year 9 academic reports (December).
- Year 9 parents' evenings (February).
- A Year 9 options evening for students and parents (March).
- Students receive information about KS4 courses including options booklet, assemblies and personalised pathway letters (March).
- Year 9 options initial survey (early March).
- Year 9 option blocks set based on initial survey (March).
- Year 9 options deadline (April).

5.3 Year 10

5.3.1 All Year 10 students have a 3-week block of careers as part of the PD programme which includes writing a CV and Labour Market Information. They also have the opportunity to participate in five days of work experience in a placement of their choice during the summer term. They are taught the practical elements in applying for a post. All students are informed about health and safety during work experience by the Work Experience Coordinator and risk assessments are carried out. Many students are visited whilst on placement by school staff and feedback is sought from both staff and employers.

5.4 Year 11

5.4.1 All Year 11 students are offered impartial CEIAG through a careers interview with a careers advisor from Inspira, which parents can attend if they wish. Vulnerable groups such as EHCP students, those subject to a Youth Offending Service (YOS) order and those who are looked after receive an additional funded service from Inspira. All other vulnerable groups and Pupil Premium students have a careers interview with an external careers advisor.(?)

5.4.2 All Year 11 students attend a Careers Day, which includes the opportunity to speak to a range of employers and further education providers, apprenticeship providers and universities, 1:1 mock interviews, researching their options, goal setting, introduction to Unifrog, and a visit from a university.

5.4.3 Any students attending West Cumbria Learning Centre (the PRU) full time will be entitled to independent and impartial advice from Inspira as part of the school's contract.

5.4.4 A 'typical' timeline for those applying to Keswick School Sixth Form is as follows:

- September – December: students who are unsure of which subjects to talk to the Careers Lead. They are also offered a careers interview through Inspira. The Head of Sixth Form gives an initial briefing assembly to Year 11 about the Sixth Form. New subjects are invited to present their courses to a Year 11 assembly. Existing subjects present information about their Sixth Form courses in lesson time. The Sixth Form Prospectus is published in printed and electronic form (via the school website) and issued to Year 11 students who intend to apply to the Sixth Form. Subjects complete the first "suitability survey" to guide later IAG from Higher Education Information, Advice and Guidance, other careers advisers, Year 11 Year Heads (YHs) and Year 11 Form Heads (FHs) as well as Sixth Form Staff.
- January: a Sixth Form Information evening is held for A Level and Level 3 vocational subjects which students and parents and carers are encouraged to attend. Following this, students are surveyed to indicate their subject combinations.
- February: option blocks are set and students complete an application form which lists their choices and requires them to write a personal statement. Heads of Subjects are asked for

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feedback on the suitability of student choices – these are used to inform the following process along with the students’ AtLs (attitude to learning) scores.

- February to May: All students who have applied are required to attend, with a parent or carer, an individual Sixth Form Application Discussion (SFAD) with HoS, YH, Y12 or 13 FH or member of SLT. Students from other schools and colleges who apply are invited to visit the school with a parent for a tour during the school day and an SFAD.
- May: offers of places complete. Students are required to accept or decline their place. All offers are conditional.
- July: students attend an induction day during which they attend a session with each of their chosen subjects and a general briefing about the Sixth Form transition. They collect bridging work for each subject which must be completed for entry onto the course in September.
- August: on GCSE results day, the day after and as necessary between this day and the start of term, staff are available to guide students with next steps.
- September of Year 12: students attend a day of preparation prior to the timetable commencing the following day.

5.4.5 A typical timeline for students considering other post-16 options:

- Students are encouraged to arrange an individual independent and impartial careers interview delivered by an Inspira careers advisor.
- Information regarding apprenticeships, employment and training is delivered through assemblies, emailed to all students, displayed, photocopied and also put into Form Heads trays.
- Students are offered support and guidance with covering letters, application forms, as well as ‘mock’ interviews to ensure that they are fully prepared.
- Local Education providers are encouraged to visit school to talk to students in opt-in 1 hour long talks; their open days are also advertised in school. Traditionally we have talks from all the local colleges including Carlisle College, Kendal College, Myerscough College and The Lakes College; Gen2, System People and James Core Ltd and other apprenticeship providers; the armed forces, the emergency services and others, as well as alumni. The National Apprenticeship ASK offer is also delivered.
- Students confirm their alternative destination, if possible, on GCSE results day. Between this day and the start of term, staff are available as necessary to guide students with next steps. Information about any students who are NEET (not in Education, Employment, or Training) is provided to Inspira.

5.5 Years 12 & 13

5.5.1 All students have weekly access to support from the Head of CEIAG who has timetabled time set aside for KS5 students.

5.5.2 Year Heads, working in conjunction with the Head of CEIAG and Form Heads, ensure pupils have opportunities to visit universities including a visit to the universities of Newcastle, Northumbria and Lancaster. All Sixth Form students are signed up to Unifrog, and students are guided with UCAS applications, including the writing of personal statements, registering on the UCAS system, student finance, factors in choosing HE destinations and are introduced to web-based services to support the process through two collapsed timetable days.- A post-18 advice evening for parents, takes place in the summer term of Year 12.

5.5.3 Visits from Graduate Ambassadors from universities such as Newcastle University, Lancaster University and Edge Hill University are arranged and eligible students can apply for student progression and mentoring programmes with the universities of Durham, Sheffield, York and Lancaster.

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- 5.5.4 Any sixth form student can request an interview with an Inspira Careers Advisor or the Head of CEIAG. Students may also request mock interviews to help prepare them for university or employment. Some school governors and other local professionals are involved in conducting mock interviews.
- 5.5.5 Students are currently encouraged to pursue individual work experience placements, which must fit in with their studies, in order to enhance their chances of gaining a place on a specific course at university or success in an application for employment. These arrangements must be agreed with the Head of Year. All Year 12 students are required to undertake 5 days' work experience in a specified week.
- 5.5.6 Students are also encouraged to access courses/opportunities such as Medic Mentor, 'Heads Start' Science and Engineering courses, the Sutton Trust Summer School and any other relevant opportunities that may enhance their applications.
- 5.5.7 Apprenticeship applications – visits from ASK Apprenticeships, talks from GEN2, Sellafield, Jacobs, Grant Thornton and other local providers, and the Inspira Skills Booster in November and December. Some of these sessions take place during the timetabled Personal Development slot.
- 5.5.8 A 'typical' programme of events for UCAS application each year would be as follows:

5.6 Year 12

September – April: Students are introduced to Unifrog. Opportunities to attend a range of activities with Newcastle University, Durham University, University of York, University of Sheffield and Lancaster University. Local Year 12 University Conference for aspiring Russell Group applicants takes place in January. Eligible students are also identified for mentoring through the Hello Future scheme, a partnership between local schools and the universities of Lancaster, Central Lancashire and Edge Hill. This aims to encourage participation in higher education for students in wards which are traditionally underrepresented in Higher Education.

March – Students planning to make an Oxbridge application attend the regional conference. There is also a university visit to Lancaster.

June – University visits, guest speaker from Newcastle giving information about the Partners Scheme guest speakers giving advice regarding applying for competitive universities including Oxbridge, subject taster sessions offered from a range of universities. Visit from Student Finance representatives from a local university.

July – Higher Education evening for parents, attendance at Open Days at Newcastle and/or Northumbria Universities, talk from an external speaker regarding Gap Years, talks from local apprenticeship providers, visits to Open Days at Oxford University, in house Higher Education Days.

April – July – Students are encouraged to attend university open days.

5.7 Year 13

Sept – March: support for application process e.g. mock interviews and post-offer Open Days, sessions on making the transition to university, choice of firm and insurance choices, Student Finance, budgeting when living independently, choosing accommodation, graduate top tips for university life.

Sept – Personal statements guidance. Students will be attending university open days independently and completing UCAS applications.

End of September – UCAS early applications school deadline.

Nov – Deadline for UCAS applications within school

May – deadline for choice of firm and insurance choices

August – On A-Level results day students are supported through Adjustment and Clearing as necessary; staff are available the following day and as necessary until the close of Clearing.

UCAS support is extended to students making an application after A Levels.

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6.0 WORK EXPERIENCE

6.1 As outlined above, all students in Year 10 and Year 12, undertake a compulsory work experience placement. Some Year 12 and 13 students also arrange placements to enhance their university applications in sectors such as medicine and teaching.

7.0 RESOURCES

7.1 Resources for all years are present in the Sixth Form Centre, within the Careers Office and within the main school library. Some resources are in the Student Support Centre and those which are specific to SEND students are available within the Learning Support department. Within the Sixth Form Centre there are Careers and Destinations notice boards as well as prospectuses from universities and apprenticeship providers, which is updated with relevant information each week as appropriate. Paper copies of University Prospectuses are available on request in the Sixth Form Centre and students are encouraged to access them via the website of each institution. Keswick School Sixth Form maintains its own website and Twitter account. These endeavour to provide the latest information relating to current opportunities specifically aimed at Year 12 and Year 13 students, such as open days, summer schools, conferences, courses, work experience opportunities and apprenticeships. Every fortnight a round up of opportunities goes on the year group Google Classroom, and is also pinned to the Unifrog dashboard.

7.2 The Head of CEIAG operates an open door policy.

7.3 Information about apprenticeships, optional careers talks and visits are displayed outside the Careers Office and through Form-time and assemblies. The Head of CEIAG collates a careers bulletin which is regularly sent out to all parents via Parentmail.

7.4 There is a link to the important websites, as well as the contact details of local education and apprenticeship providers in students' planners.

7.5 The Head of CEIAG, HoS and YH in KS5 regularly circulate by e-mail and/or Google Classroom to students LMI opportunities for courses and other activities including Gap Year Projects.

8.0 ROLES AND RESPONSIBILITIES

8.1 To ensure a cohesive and comprehensive approach to CEIAG, it is important that everyone involved in the process is aware of their roles and responsibilities:

8.2 Headteacher

- Select a designated Careers Lead within school who has suitable qualifications and experience within the role to lead CEIAG development
- Ensure that the agreed resources and time are available for CEIAG purposes
- Support the Careers Lead in reviewing current practices and implementing new developments

8.3 Local Governing Body

- Be aware of new legislation relating to careers provision, particularly the Gatsby Benchmarks
- Support the Careers Lead in reviewing current practices and implementing new developments

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- Support in finding and building relationships with external businesses and employers
- Familiarise with the school Careers Plan and development priorities and ensure that it is presented in an impartial manner
- Ensure school provides impartial guidance which includes a range of education and training options and promotes the best interests of the pupils to whom it is given
- Support with careers events such as mock interviews if and when they are able to do so

8.4 Careers Lead

- Ensure that Keswick School adheres to and exceeds national statutory guidelines for CEIAG
- Continually develop and improve personal knowledge of CEIAG opportunities, changing labour markets and upcoming legislation
- Maintain an accurate record of CEIAG opportunities and the students' involvement
- Keep teaching staff and tutors up to date with relevant labour market information
- Liaise with external agencies (including Inspira, the Cumbria Careers Hub, the Enterprise Co-ordinator and the Enterprise Advisor) who may be able to provide career support within school to staff or students
- Complete the annual Careers Programme and Provider Access Statement and ensure they are published on the school website
- Organise and promote CEIAG events within school as well as external opportunities
- Liaise with school staff, including those in the Student Support Centre and Learning Support, parents and students about upcoming CEIAG events

8.5 Senior Leadership Team

- Support the Careers Lead within their own areas of responsibility
- Ensure the Careers Leader is prepared for OFSTED inspections
- Review progress and achievements against the Careers Programme on an annual basis
- Ensure that transition arrangements are in place and are effective

8.6 Head of Sixth Form

- Ensure all Y12 and 13 students have a preferred route for post-18 and have made the necessary applications to enter their chosen pathways
- Support the Careers Leader to deliver CEIAG activities within the Sixth Form
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group
- Organise, monitor and review the work experience programme for Y12 and liaise with the Careers Lead with any issues

8.7 Heads of Year

- Disseminate information from the Careers Lead to form heads
- Include CEIAG information within assemblies where applicable and relevant
- Head of Year 9 to support with the options process and ensure students are aware of other options at 14
- Head of Year 11 to identify students at risk of NEET and liaise with Careers Lead and other professionals to address any concerns
- Refer any student deemed needing an Inspira careers interview to the Careers Lead
- Ensure students are aware of the CEIAG events within their year group and the importance of being proactively involved in these events

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8.8 Teachers, Form Tutors and Support Staff

- Ensure they are familiar with the School Career Programme and the development priorities
- Read and refer to the Staff-specific pages on the Careers section of the website
- Review medium and long term plans to find suitable links to current jobs and career pathways.
- Feedback specific student needs (or opportunities) to the Careers Lead
- Refer any student deemed needing an Inspira careers interview to the Careers Lead
- Identify suitable resources or highlight online materials that students could access to gain more insight into careers relating to one's subject

8.9 Parents

- Support the school to ensure that students are proactively involved in CEIAG events within school.
- Ensure they are familiar with the School Career Programme, and the dedicated parent area of the Careers section on the school website
- Use the 'Useful Links' section in the Careers Programme booklet with students to explore possible career pathways and educational routes
- Regularly read the Careers@Keswick careers bulletin sent out via Parentmail fortnightly
- Accompany students to information events run by Keswick School and other educational establishments to help them make informed decisions over their post 16 and post 18 opportunities

8.10 Students

- Use the careers information and resources provided by staff to independently research careers of interest
- Read and refer to the Student specific pages on the Careers section of the website
- Participate proactively in the CEIAG events available
- Be self-motivated to research career pathways and educational opportunities locally, nationally and internationally
- Take part in extra-curricular, work experience and volunteering opportunities
- Ask for careers information, advice and guidance as and when necessary

9.0 STAFF DEVELOPMENT

- 9.1 All staff will be briefed by the Careers Lead at the beginning of every academic year as to the Careers Programme, the development priorities, the staff-dedicated area on the website, the use of logo, careers in the curriculum, referral systems, and qualifications explained. Any staff new to delivering the Careers element of the PD programme will receive support from the Head of CEIAG and PD.
- 9.2 The Careers Leader regularly liaises with Inspira, the Cumbria Careers Hub, the Enterprise Co-Ordinator and the Enterprise Advisor, local FE colleges, apprenticeship training providers, professionals from industry, HEIs and other organisations to receive information about new systems, programmes and resources that are available. She is a Level 6 Careers Leader and the school is currently working towards a Gold Inspiring IAG Quality in Careers award.

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10.0 SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC)

10.1 CEIAG will contribute to students' spiritual, moral, social and cultural development by helping them to understand the meaning and value of different types of work to individuals, communities and the country as a whole.

11.0 MONITORING AND EVALUATION

11.1 Monitoring and evaluation has a crucial role to play to ensure that pupil's needs are met and in determining, the extent to which the School Career Programme is meeting its declared aims and outcomes.

11.2 Monitoring and evaluation of CEIAG is constantly ongoing with feedback regularly collected from students, staff, parents, Inspira and visiting speakers. Feedback takes various forms but includes: observations of interviews carried out by Inspira; student, staff, parent and stakeholder surveys; and oral feedback. Quality assurance of Inspira interviews are undertaken by the Head of CEIAG. Visiting speakers are expected to provide information and where possible the content of their talks/interactions with students. Analysis of student destinations is also used to evaluate the effectiveness of CEIAG provision and contributes to the School Evaluation Form (SEF). The Careers Leader evaluates the school's careers provision through the Compass Tool termly.

11.3 Keswick School is currently working towards a gold standard in the nationally recognised **Inspiring IAG** award.

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CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG)

Provider Access Statement

1.0 INTRODUCTION

- 1.1 This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 1.2 The January 2018 '*Careers guidance and access for education and training providers*' statutory guidance states that 'it has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.'
- 1.3 Schools and academies have an '...existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.'

2.0 THE STATUTORY DUTIES

- 2.1 'The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018 and was further updated in September 2022. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all students in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.' (From January 2023)
- 2.2 Schools must provide at least 6 encounters with providers of approved technical education qualifications or apprenticeships. These are to include 2 in Years 8/9, 2 in Years 10/11 (which are mandatory for all registered learners to attend) and 2 in Year 12/13 (mandatory for the school to offer but optional for learners to attend). (From January 2023)
- 2.3 Providers are requested to provide information to students that includes:
 - Information about the Provider and the approved Technical Qualifications or apprenticeships that the provider offers
 - Information about the careers to which those technical education qualifications or apprenticeships might lead
 - A description of what learning or training with the provider is like
 - Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships
- 2.4 The governing body must ensure that the independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular

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institution, education or work option

- includes information on the range of education or training options, including apprenticeships and technical education routes
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given”

3.0 PUPIL ENTITLEMENT

3.1 All students in Years 7 - 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 about approved technical education and apprenticeships
- to understand how to make applications for the full range of academic and technical courses.
- To ask questions of the provider or approved technical education qualifications and apprenticeships

4.0 MANAGEMENT OF PROVIDER ACCESS REQUESTS

4.1 A provider wishing to request access should contact the Head of CEIAG, Melanie Avery.
Telephone: 017687 72605 Ext 233
Email: careers@keswick.cumbria.sch.uk

5.0 OPPORTUNITIES FOR ACCESS

5.1 A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

Year Group	Event(s)	Term
Year 7	Personal Development careers unit Employer Engagement assemblies	Autumn Summer
Year 8	Personal Development careers unit Employer Engagement assemblies	Autumn Summer
Year 9	Personal Development careers unit Careers Day	Autumn Spring
Year 10	Personal Development careers unit	Autumn
Year 11	Careers Day Opt-in careers talks	Autumn Spring
Year 12	Opt-in careers talks	Autumn, Spring, Summer
Year 13	Opt-in careers talks	Autumn, Spring

5.2 Please speak to the Head of CEIAG to identify the most suitable opportunity for you. Once an opportunity has been identified and confirmed, the Head of CEIAG, or a member of their team, will

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then brief the person (s) visiting the school, about any safeguarding procedures, prior to the visit.

- 5.3 We expect providers to give assurance, in accordance with the guidance, that they are attending for *“the purpose of informing [students] about approved technical education qualifications or apprenticeships”* together with the associated pathways and not to promote their institution for the purposes of recruiting students from the school.

6.0 PREMISES AND FACILITIES

- 6.1 We will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make audio visual equipment available to support provider presentations. This will be discussed and agreed in advance of the visit with the Head of CEIAG or a member of their team.
- 6.2 Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Head of CEIAG.

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