

Nuneaton Academy Careers, Information, Advice and Guidance Policy 2025

Date: -June 2025

Date of Last Review – Jan 2024

Review due – Jan 2027

Person responsible for the Policy – June Baber. Careers Leader.

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
V1	June Baber	June 2025	Updated Policy

Careers, Information, Advice and Guidance Policy

Core Aims

- It is our intention that over the next five years, we will implement a structured approach to business engagement and Careers within schools and across the group, which will support all United Learning pupils to develop ambition and aspiration for a fulfilling and successful working life. We want our pupils to leave school with high aspirations and make informed decisions on their next choice of destinations. Embedding Careers education in the culture of the school from the outset, and providing a coherent careers journey, will allow our pupils to take responsibility for their personal development and make the most of all opportunities presented to them.
- The United Learning Careers Framework outlines our approaches to fulfilling the above aim whilst also seeking to provide leaders with direction and recommendations to support the implementation of an effective Careers programme within each United Learning school

1. Introduction

- 1.1 Careers education information, advice and guidance (CEIAG) has an important role to play in achieving the overall school aims. As part of a broad and balanced education it helps individual pupils to build the skills, knowledge and values needed for the management of their lifelong learning and career development. Young people today need to develop an understanding of work readiness skills to ensure they can make a successful transition from school to employment. Employers suggest that many young people need to develop the skills and knowledge to enter a world of work which is constantly evolving.

- 1.2 Providing accurate and timely careers information, education and guidance provides young people with knowledge and the ability to make appropriate career decisions.

We believe every pupil should be inspired to achieve a successful future and that our CEIAG will support them in securing positive destinations.

We believe that through a varied careers programme we will contribute to pupils having a greater awareness of career opportunities and will actively promote aspirational choices in line with their individual interests and abilities. We will actively promote equality of opportunity to all our planned careers activities and will challenge traditional career stereotypes.

We will celebrate the diversity of all our pupil's showing consideration for all in their chosen lifestyles, beliefs and encourage pupils of all abilities to aspire in their chosen careers. We recognise the importance of supporting aspirational career choices as a key element in promoting the social mobility of all our pupils.

- 1.3 The aims of this Policy are to:

- i. Raise aspirations by helping pupils to identify educational and occupational goals.
- ii. Provide every pupil will the opportunity to see a qualified careers professional to who will provide timely impartial careers guidance.
- iii. Raise awareness of the pathways that are available to them relating to education, training, and career opportunities.
- iv. Help pupils to make informed choices about education, training, and career progression.
- v. Support pupils in the selection and application to post 16 providers.
- vi. Help pupils to develop knowledge about themselves, self-reflection, strengths, weaknesses, personal qualities and have a balanced view of their potential, giving pupils the ability to write application forms and personal statements.
- vii. Develop attitudes of self-reliance, flexibility, resilience, and responsibility for their own decisions now and in the future.
- viii. Allow pupils, the opportunity of considering employability skills; namely communication, teamwork, self-motivation, organisation, and social skills
- ix. Give pupils the confidence to move forward and reassurance about their next steps.
- x. Ensure pupils do not become NEET (Not in Education, Employment or Training)

2. Statutory Duty of Schools

- 2.1 The Academy is committed to fulfilling the statutory duties in relation to statutory guidance. (Careers guidance and access for education and training providers September 2022).
- 2.2 The **Gatsby Benchmarks** also provide a clear framework for a successful careers programme, This is the updated list of GBM's:
- i. A stable careers programme- relevant and bespoke to the school and its context.
 - ii. Learning from labour market information.
 - iii. Addressing the needs of every pupil- relevant to age and circumstances.
 - iv. Linking the whole curriculum to careers
 - v. Encounters with employers and employees.
 - vi. Experiences of the workplace.
 - vii. Encounters with Further and Higher Education.
 - viii. Personal Guidance
- 2.3 The Academy's careers programmes are reviewed termly against the Gatsby Benchmarks using the Compass tool.

3. Learner Entitlement

- 3.1 Every pupil is entitled to a high-quality career's education and guidance as part of their curriculum and school experience.
- 3.2 The careers programme consists of a CEIAG curriculum delivered through Tutor Time in years 7-11 as well a series of engaging employer encounters. These include university visits, national events such as The Big Bang and visits into academies by employers and post-16 providers to offer practice interviews and assemblies. Many subject areas also provide employer encounters through curriculum visits and trips.
- 3.3 The curriculum is mapped against the Careers Development Institute's (CDI) Career Development Framework and focuses on developing:
- i. **Grow throughout life.** Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
 - ii. **Explore possibilities.** Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces
 - iii. **Manage career.** Manage your career actively, make the most of opportunities and learn from setbacks
 - iv. **Balance life and work.** Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community
 - v. **See the big picture.** See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Provider Access Legislation (PAL)

In January 2023, the Baker Clause was superseded by Provider Access Legislation (PAL). Schools and Sixth Forms have an obligation to promote all available pathways to students to enable them to make informed and confident decisions that meet their needs most effectively.

The Provider Access Legislation specifies that all school must provide at least four encounters with approved providers of apprenticeships and technical education for all students as per the below:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are **mandatory for all pupils to attend.**

- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are **mandatory for all pupils to attend**.

4. Management and Delivery

- 4.1 The Academy will:
 - i. support careers with a link governor to work with the Careers staff; and
 - ii. ensure that a written policy exists as a working document.
- 4.2 A member of the Senior Leadership Team is assigned as 'Careers Leader' to lead on CEIAG.
- 4.3 Training needs of staff involved in delivering careers education are identified and met.
- 4.4 Effective communication exists between all staff involved in delivering aspects of CEIAG this includes the Careers and Employability Manager and Careers Advisor as well as all school staff.
- 4.5 The Careers Leader will oversee the delivery of CEIAG curriculum and ensure that impartial careers guidance is available to all students in line with statutory guidance
- 4.6 The Careers Leader will fulfil the requirements of the careers programme and embed careers and employability skills into the curriculum.
- 4.7 The Careers Leader will work with all staff to achieve the same goals, and will support and source engagement with external stakeholders to ensure equality of opportunity for all students
- 4.8 Curriculum Leaders will ensure that teachers in each subject areas promote careers across the curriculum and skills for employability through their curriculum and teaching.

5. Staff Development

- 5.1 Staff at all levels will be given training and will contribute towards training in developing skills for life, embedding careers and employability skills into the curriculum and using labour market information.
- 5.2 Staff delivering the taught careers curriculum will have the opportunity of CPD through their PSHE lead in school. All staff are encouraged to see themselves as 'Career Champions'. Through their teaching and interactions with pupils they are to promote skills for work and encourage pupils to aim for careers that are aspirational.
- 5.3 Staff taking part in planned careers activities will receive briefings to ensure they are clear on their role and the purpose of the career's activity.

6. Resources

- 6.1 Careers Leaders will ensure that:
 - i. they effectively allocate any funds available for supporting the delivery of CEIAG;
 - ii. pupils are provided with resources in school and supported online through specialist careers guidance programmes;
 - iii. CEIAG is promoted throughout the academies and information on the website is accurate and appropriate to pupils, parents, and employers;
 - iv. partnerships between employers, pupils, Post-16 providers and apprenticeship providers are used to enhance the careers experience of all;
 - v. new developments in CEIAG are incorporated where appropriate into the academies' careers programme;
 - vi. academies explore sources of external funding to support employer encounters and provide access to all pupils to a range of careers events; and
 - vii. this Policy is clearly displayed on each school website.

- 6.2 The statutory requirement for the Provider Access Policy (Baker Clause) stipulates that schools must allow providers (to include T Levels, Apprenticeships and Technical Education) access to every student in Years 8 to 13 to discuss all routes that are available to them.

7. Teaching, Learning and Assessment

- 7.1 Curriculum Leaders will ensure that teachers in each subject area incorporate how careers and employability are linked to the curriculum. This activity will support Gatsby benchmarks 2: Learning from Careers and Labour Market Information and 4: Linking Curriculum Learning To Careers.
- 7.2 All staff will:
- i. promote high standards of attendance and punctuality and meeting deadlines as preparation for working life.
 - ii. utilise opportunities as they arise in their teaching to promote skills for work and promote any careers links to their curriculum; and
 - iii. promote extracurricular activities as a way of developing skills for work and promoting work readiness.
- 7.3 The Careers elements of the PSHE curriculum will promote work readiness through a series of planned activities.
- 7.4 The Academy has established a Careers Council to support the careers agenda in academies and to provide direct access and feedback on careers activities from pupils. This feedback will result in changes to the careers offer in academies where appropriate.
- 7.5 Teaching techniques used to deliver careers lessons will reflect those promoted through the school curriculum.
- 7.6 Feedback from Careers Leaders, teachers, and pupils on the career curriculum will be used to review the programme.

8. Information, Advice and Guidance

- 8.1 We will ensure that only Level 6 qualified Careers Advisors provide careers guidance to pupils. The Academy currently employs two qualified Career's Advisors. Both take part in an independent quality assurance process annually (QA used the CDI (Careers Development Institute) framework and is commissioned by the Academy so it is impartial and independent).
- 8.2 All local Post-16 providers are invited into academies to deliver sessions, assemblies and take part in the Career's Fairs held in each academy, annually.
- 8.3 Advice and guidance will promote equal opportunities:
- i. All Careers Advisors are members of the CDI and abide by the CDI Code of Ethics in their work.
 - ii. A range of resources which match individual needs are provided.
 - iii. Pupils are supported to ensure their understanding of the importance of equal opportunities in working life.
 - iv. Monitoring resources are used to ensure the absence of stereotyping.
 - v. All pupils are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background, or sexual orientation
- 8.4 Careers Advisors will support SEND pupils by:
- i. Providing opportunities to meet with pupils both informally and formally.
 - ii. Invite supporting staff and parents to attend careers interviews

- iii. Where appropriate pupils will be supported so they are able to undertake visits and make applications to post-16 providers
- iv. Attending all EHCP annual reviews for Year 9 and 11 pupils (and other year groups where possible) to ensure transition points are supported with timely careers advice and guidance.

9. Monitoring, reviewing, evaluating, and reporting

- 9.1 The CEIAG programme is reviewed in a variety of ways, which include:
- i. Lesson visits by the Career Leader.
 - ii. Feedback on events from teachers, parents, and pupils on the curriculum offer.
 - iii. Actions suggested by the school Careers Council.
 - iv. Destination Reports on school leavers for school leaders and the Executive Team.
 - v. Feedback from evaluations after employer encounters and careers events in and out of school from employers, pupils, staff, and parents.
 - vi. Independent QA of Career Advisors

10. Stakeholders and Partners

- 10.1 Parents and Carers: we recognise the important role that parents, and carers have in pupils career development and we will ensure the following matters:
- i. Engage with parents to keep them informed of developments. A regular careers newsletter will be made available
 - ii. Promote the Careers Education section of the school website as this has information aimed at parents/careers showing their role in supporting their child on their career journey.
 - iii. Parents and carers can have an appointment with our Careers Advisors on parents evening or have the option to attend careers interviews.
 - iv. All parents / carers receive the Careers Charter and letters of their child's entitlement to careers advice and guidance annually.
 - v. Other routes of communication will be by telephone, emails and through our website.
 - vi. Parents and carers are encouraged to share experiences of their careers and particular industries with students through talks and visits.
- 10.2 We work with the Careers and Enterprise Company (CEC) and the Coventry and Warks Local Enterprise Partnership (LEP), meeting regularly with our appointed Enterprise Advisor (EA) and Enterprise Coordinator (EC) for advice, support, and guidance. We also work with an independent careers service -Careers Seekers Direct.
- 10.3 The Academy has a link governor for CEIAG. The link governor attends termly meetings whenever possible with the Careers Leader and Careers and Employability Manager.
- 10.4 We will engage with local and national employers and other community partners to inform our careers and employability programme and to run encounters with pupils. Opportunities for one-off employer encounters will be targeted at pupils with a clear interest in the careers sector (taken from the annual pupil careers survey) and they will be strongly encouraged to take these up.

11. Equality Analysis

- 11.1 By virtue of the provisions of the Equality Act 2010, the Academy has a duty to have due regard to the need to:
- i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
 - ii. advance equality of opportunity between people of different groups;
 - iii. foster good relations between people from different groups.

- 11.2 In implementing this Policy and associated procedures, the Academy will actively take these aims into account as part of its decision-making process and will demonstrate how this has been undertaken.
- 11.3 Where necessary a full equality impact assessment will be undertaken.

12. Implementation, Monitoring and Review

- 12.1 This Policy will be reviewed every three years, or as otherwise required by law, regulation, organisational policies, good practice or contractual obligations.