



# Careers Advice and Guidance Policy

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## CEIAG Policy

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## Careers Education, Information, Advice and Guidance Policy

### **Purpose**

To outline the ethos, strategy, provision and management of careers education information and guidance for all students at Whitelands Academy.

### **Entitlement and Vision**

The personal and social development of pupils is the responsibility of every teacher at Whitelands Academy and CEIAG is an integral part of this.

*Intent - Whitelands Academy Careers Curriculum strives to provide students with inspirational, achievable and current information, advice and guidance to allow individuals to make informed choices for their future.*

We are committed to providing a planned programme of Careers support for all students in all year groups including impartial information, advice and guidance alongside a programme of careers learning as part of our Personal, Social and Health Education programme and discrete Careers activities. We achieve this by using interactive careers guidance and utilising a wide range of resources that are flexible and inclusive. We provide each individual with the information, key skills, analysis and positivity to enable them to pursue their aspirations. We are committed to nurturing their interests, excitement and creativity and strive to give impartial encouraging advice.

### **Context**

Whitelands Academy is a new 11-16 comprehensive academy. With an approximate intake of around 120 students each year, we are a true comprehensive with a range of abilities serving the local Kingsmere estate. With the hope of raising awareness and creating opportunity for the students; our careers programme will utilise the town's broad range of employers and places to study as much as possible.

Careers provision at Whitelands Academy is in line with the statutory guidance from the Department of Education, Careers guidance and access for education and training providers (October 2018) and Careers guidance and inspiration in schools (April 2017). The School uses the Gatsby Charitable Foundation's Benchmarks to continually develop and improve its careers education provision.

The eight Gatsby Principles for effective careers guidance are:

4.1.1 A stable careers programme

4.1.2 Learning from career and labour market information

4.1.3 Addressing the needs of each pupil

- 4.1.4 Linking curriculum learning to careers
- 4.1.5 Encounters with employers and employees
- 4.1.6 Experiences of workplaces
- 4.1.7 Encounters with further and higher education
- 4.1.8 Personal guidance

### **Supporting Documents**

There are other documents which support this policy:

1. Careers Policy – Provider Access
2. Careers Strategy
3. Careers plan for years 7-13

### **Objectives**

Our CEIAG programme will assist students to:

- a. Increase personal responsibility, aspirations and motivation.
- b. Make informed decisions and plan with confidence, including choices regarding education, employment and training.
- c. Ensure students are aware of a variety of progression routes and careers opportunities.
- d. Gain research skills in relation to careers information and develop career management skills.
- e. Have an awareness of education, employment and training opportunities and trends, and the changing nature of the working environment.
- f. To learn and develop employability skills
- g. Appreciate work related issues such as equal opportunities, health and safety and employee well-being.

### **Organisation and content – all further information can be found in the careers strategy on the CEIAG section of the website.**

- a. Programmes of career and personal development are delivered through the PSHE curriculum, tutoring programme and are incorporated into all subject areas. In Year 9, these will focus on advice and guidance relating to the options process, in Year 11, these will focus on preparation for post-16 applications and interviews.
- b. Referrals through mentors or pastoral staff will lead to a 1:1 guidance interview with an

independent Careers Advisor and Employability skills coach which will lead to the gathering of further information, the involvement of other agencies and if appropriate contact with further education providers, support with applications and contact with the family. Referrals can be self-referral by students or from members of staff.

- c. Guidance occurs on an individual and group basis during mentoring sessions. The mentor is the key manager of this guidance. This process includes 'learning conversations' which will be led by mentors based on the academic progress of students.
- d. Additional work with targeted students of those in most need. This includes immersion days for students, University visits and 1:1 academic mentoring for those under-performing.
- e. All curriculum areas have a responsibility to promote careers awareness through their subject teaching and educational visit opportunities.
- f. Discrete careers activities.
- g. Involvement of external employers, role models, alumni and school partners.

### **Responsibilities and Monitoring**

- a. The Careers lead (Adrian Cush) is responsible for raising awareness amongst staff of their contribution to the careers programme and agree the overall aims, objectives and priorities; lead policy development; monitor, review and evaluate the programme in order to carry out a continuous process of review and development; include the use of outside organisations; liaising with external providers and employers.
- b. The Careers advisor and employability skills coach (Ceri Tranter) is responsible for support the Careers Leader in school, with the strategic planning and delivery of CEIAG throughout the school; Complete statutory, impartial, careers 1 to 1s; work closely with the Heads of Year and wider pastoral team to provide careers support in mentoring; provide bespoke support for Pupil Premium, LAC and SEND students where necessary.
- c. The responsibility for the formal IAG programme delivered through PSHE lies with the Curriculum Leader for PSHE.
- d. Mentors are responsible for the delivery of IAG during mentoring sessions.
- e. Faculty and Curriculum Leaders are responsible for developing Careers awareness and IAG through their subject areas.

- f. Heads of Year are responsible for developing, maintaining and monitoring a mentoring programme which delivers CEIAG.
- g. IAG is also the responsibility of the SENCO and the SEN team to ensure resources and information is adapted for their students.
- h. The Leadership Team (LT) member with responsibility for oversight in this area will be undertake quality assurance and review processes for the provision of CEIAG within the school including the work of the independent Careers Advisor and Employability skills coach.
- i. The link governor for careers will be consulted on significant changes to the careers provision and be used to support the status and delivery of the careers curriculum.

### Parents and Carers

- a. Parents and carers are encouraged and supported to help their children to become self-reliant and better able to manage their personal and career development. This is done through information evenings and Parent Mentor day. Parents and carers are also encouraged to support their child with offers of work experience and engagement in careers days such as the options process.
- b. Information on CEIAG is accessible on the school website.
- c. The independent Careers Advisor and Employability skills coach attends parents' evenings and information evenings where appropriate. Parents are welcome to contact the Careers Advisor and employability skills coach on [ctranter@whitelandsacademy.org](mailto:ctranter@whitelandsacademy.org)

### Monitoring and evaluation:

Throughout the school year the CEIAG provision is monitored to ensure students are accessing what they need and require to develop in careers education. Student destinations will be monitored and updated with a view to using alumni in the future.

- Focus groups with students gaining a broad range of student feedback.
- Records of student 1 to 1s with the careers advisor and employability skills coach.
- Student and parent surveys

➤ Destination data and alumni tracking

A review of this Policy and Procedures will be undertaken by the Careers Lead every year. This will be reported to the Principal as appropriate. All staff will be involved in reviewing the delivery and evaluation of Careers Education and Guidance, through staff consultation. The Principal will report to the Governing Body on any relevant aspects or changes in the policy as appropriate. The Governing Body will review the policy every two years.