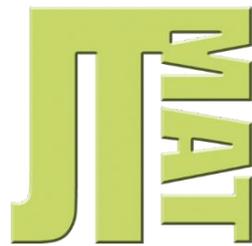


JOHN TAYLOR MULTI ACADEMY TRUST



Careers Education, Information Advice and Guidance (CEIAG) Provision in Schools

1.0 Introduction

Rationale for CEG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the provider that all learners need a planned programme of activities to help them choose 14-19 options that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. The careers provision of John Taylor MAT is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A1, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008. This states that all schools should provide independent careers guidance from Years 8 - 13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, our schools are compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in the Provider Access Policy.

Commitment

John Taylor MAT is committed to ensure learners have access to a source of careers guidance which is independent and external to the school. We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 7-13 and to provide extra support as required for learners with additional needs. John Taylor MAT endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted. We are also committed to maintaining the local CEIAG quality awards on our schools.

Development

This provision was developed and is reviewed biennially in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners

Links with other policies The policy for CEIAG supports and is itself underpinned by a range of key policies and procedures especially those for teaching and learning, assessment, recording and reporting achievement, PSHE Education, equality and diversity, developing the very able, looked after children and special needs.

2.0 Objectives

Learners' needs
Objectives

The careers provision is designed to meet the needs of all learners in our schools. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment.

Entitlement

Learners in years 8-13 are entitled to access independent and impartial careers guidance provided by partners that meet quality standards for careers guidance other than those employed by John Taylor MAT. These should promote the best interests of learners rather than those of the institution and include information on all options available 16-18, including Apprenticeships. Activities are embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will contribute to raising aspirations, challenging stereotyping and promoting equality and diversity.

3.0 Implementation

Management

The CEIAG Coordinator coordinates our CEIAG provision and is responsible to a member of SLT. This area is also supported by a link governor. The CEIAG Coordinator is responsible for ensuring work experience is planned and an integrated part of the CEIAG programme.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the CEIAG team within the Horizontal Tutor programme. This CEIAG programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the senior leadership team. Up to date careers information is available and accessible to all learners. Administrative support is available to the Careers Co-ordinator.

Curriculum

See Appendix

Work Experience Provision	See Appendix
Assessment and accreditation	The intended career learning outcomes for learners are based on the Careers Education Framework 7-19 and Gatsby Benchmarks. These documents can be obtained from the school office either electronically or as a paper copy.
Partnerships	An annual Partnership Agreement is negotiated between us and the Local Authority/ careers guidance provider which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with other settings, external agencies and the community including business.
Resources	Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The CEIAG coordinator is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.
Staff development	Staff training needs are identified in conjunction with the CPD coordinator, who endeavours to meet training needs within a reasonable period of time.
Monitoring, review and evaluation	The Partnership Agreement with the Local Authority/Careers Guidance provider is reviewed regularly. The programme is reviewed annually by the careers co-ordinator and careers guidance practitioner using the local quality standards for CEIAG to identify areas for improvement. A report is submitted to the senior leadership team and governors. Evaluation of all aspects of CEIAG is undertaken annually using approved quality assurance products.

Appendix

The careers provision includes:

All students have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.

Students with Special Educational Needs or Disabilities (SEND):

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

Students in receipt of Pupil Premium funding:

Personalised support will be given to these students and they will receive an extra careers appointment in Year 10.

Careers Advisor and Local Enterprise Partner

At John Taylor High School, there is an independent Careers Advisor, provided by an external provider, who works alongside the CEIAG Coordinator. The CEIAG Coordinator meets regularly with the schools Local Enterprise Partners to develop a Careers Development Plan for the school. This is in line with Gatsby Good Careers Guidance.

Key Stage 3:

Year 7 Aims:

- Develop understanding of personal interests and motivations
- Commence engagement in understanding the world of work
- Begin to understand what motivates us to pursue a job or career Year 8

Aims:

- Develop further understanding of their personal interests and motivations
- Develop further their understanding of the world of work
- Develop further understanding of what motivates us to pursue a job or career
- Relate their personal qualities to the world of work Year

Year 9 Aims:

- Students will make better informed choices for their Options
- Students will have exposure to a variety of career sectors
- Further Develop understanding of personal interests and motivations.

The options programme for Year 9 is designed to support students in their GCSE choices.

Please see the pastoral curriculum plan for Years 7-9 for further details of this provision.

Students in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award. A large majority of students participate in this.

Key Stage 4 Aims:

- Further develop understanding of personal interests and motivations.
- Students will ready themselves for the world of work
- Students will develop their understanding of employment skills.
- Students will be better informed of their future career pathways.

All students have the opportunity to have a one-to-one careers discussion with the school Careers Advisor to inform individual Careers Plans.

A number of students every year will take part in the Duke of Edinburgh Award. The majority of students participate in the Bronze Award. Many students participate in the Silver Award.

Extra-curricular clubs and trips support students in developing their understanding of a range of subjects. Students are given advice and guidance about what to participate in e.g. the National Citizenship Service.

The options programme for Year 11 supports their Post 16 choices. Every student has the opportunity to meet with a member of the Senior Leadership Team and House Learning managers individually and with parents to discuss Post 16 choices.

Please see the pastoral curriculum plan for Year 10-11 for further details of this provision.

Key Stage 5:

There is a range of support for university, apprenticeship and employment applicants through:

A weekly tutorial, as part of the curriculum. This is run once a week for Year 12 & Year 13. (Outline plans can be requested from the Sixth Form team)

Students in the Sixth Form are encouraged to visit university open days, masterclasses, taster courses and summer schools at a variety of universities, to develop their application profile.

The Extended Project Qualification (EPQ) helps develop invaluable research and independent learning skills which are central to higher education.

All students and parents are invited to a Next Steps evening in the spring term of Year 12 to explore Post 18 Options.

There is a dedicated team to support students with the UCAS process. Each student will have support tailored to their application from a subject advisor, their form tutor and the Sixth Form team.

Students choosing to apply for an apprenticeship or employment will have a dedicated tutor to support the application process.

Interview preparation, practice and workshops are led by departments and the Sixth Form team. These often include using volunteers from a range of business and Higher Education backgrounds.

There is preparation for and support with aptitude and pre-admissions test.

The pastoral curriculum for Years 12-13 includes lessons on life at university, including on finances.

Charity fundraising and enterprise activities are encouraged e.g. the Young Enterprise competition, Sixth Form social activities including Quiz and show and charitable house activities led by House Leaders

Sixth Form students are encouraged to undertake volunteering and work experience to support their university/apprenticeship applications. A range of opportunities are advertised throughout the academic year, as appropriate to specific students.

A number of students every year will take part in the Duke of Edinburgh Award. At Sixth Form, this will usually mean Gold or Silver.

Alumnae:

Alumnae are encouraged to be the speakers at Next Steps events including Oxbridge, Apprenticeship and employment opportunities. Alumnae also speak at KS4 and KS5 Celebration Evenings.

Work Experience Provision

The aim of work experience is to provide an opportunity for all Year 12 students to learn in the work place; an experience that cannot be replicated in school.

All students are offered the opportunity of one weeks' work experience in the July of Year 12. This is not a compulsory part of the curriculum but is undertaken by the majority of students. Many students complete adhoc work experience throughout their Year 12 and 13 studies.

The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC), who liaises with the Sixth Form Team and CEIAG Coordinator.

The students are encouraged to arrange their own work experience. The WEC advertises work experience opportunities to the students and offers personalised support meetings where required. The school has links with many large businesses and organisations e.g. Burton Hospital, St Georges Park etc.

Parents are informed and communicated with throughout the process and a work experience information form are completed.

The WEC checks that the placement meets with the school's requirements, the students will be treated fairly and they will undertake meaningful work.

All students on placement are covered by the employers' insurance and places of work are risk assessed by the WEC.

*3.0 Implementation will be worded locally by each Secondary School

