

## Clitheroe Royal Grammar School

### Policy for Careers Education, Information Advice and Guidance (CEIAG)

(including Enterprise, Work Related Learning and preparation for Higher Education)

Staff member responsible:	Senior Assistant Headteacher (Main School) and Assistant Headteacher (Sixth Form)
Governors' Committee:	Students and Staffing
Nominated Governor:	Mrs S Turner
	Careers Co-ordinator: Mrs V Howard
	Careers Lead: Mr J L Powell

### Background

Careers education, information, advice and guidance (CEAIG) are key elements of our work with learners at Clitheroe Royal Grammar School. CEIAG covers a range of activities and interventions that help our learners to become more self-reliant and better able to manage their personal and career development, as part of their on-going learning.

### Statutory Guidance

Our CEIAG provision will include information on the range of education or training options including apprenticeships and other vocational pathways; it will be presented in an impartial manner; and promote the best interests of students. We follow the statutory guidance published by the Department for Education, in particular: [Careers guidance and access for education and training providers \(most recently updated January 2023\)](#) and [Careers strategy: making the most of everyone's skills and talents \(December 2017\)](#).

These documents set a clear framework for the provision of advice and guidance

### CEIAG provision

**Careers education, information, advice and guidance (CEIAG) in our school has four essential and interlinked principles:**

1. **Careers Education** – a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers
2. **Careers Information** – including learning options, skills, occupations, labour market information and progression routes – facilitated by a range of on-line resources, including access to the National Careers Service and Unifrog, our comprehensive online careers platform for all students
3. **Careers Advice and Guidance** – personalised help to identify long-term goals and plan steps to attain them – including access to advisers who can provide a careers interview
4. **Work-Related Learning** – experiences within and outside of the curriculum that help students learn about economic wellbeing, careers and enterprise

At Clitheroe Royal Grammar School, effective CEIAG provision in our curriculum will:

1. actively encourage and inspire young people to take ownership of their career plans, to think ambitiously and to consider all options, so that they are:
  - a) able to access information, helping them to select the best way forward for their interests, motivations, learning styles, abilities and aspirations
  - b) able to make appropriate decisions at key stages in their lives
  - c) aware of the opportunities afforded by prestigious universities for students from all backgrounds and the potential for apprenticeships and degree apprenticeships to offer a high-calibre route into employment and higher education in some sectors
2. be actively led by the senior leadership team and relevant TLR holders (including pastoral and curriculum leaders) in the school, who will foster the culture of high expectations that characterises the ethos of Clitheroe Royal Grammar School
3. provide sustained and varied contacts with a range of employers, mentors, advisers, coaches, alumni and other high-achieving individuals
4. provide transparent, up-to-date, objective, impartial and accessible information, advice and guidance on:
  - a) the resources allocated to CEIAG, and the content and timing of CEIAG, delivered to young people
  - b) local (and where appropriate national) education pathways, and labour market opportunities, for young people aged 14, 16 and post-18
  - c) expectations of collaborative partners including employers, parents, other educational or training providers and careers professionals
  - d) the development of employability skills
5. support teachers at all levels in the school to actively consider links between their subjects and future careers, and to embed careers information into lessons and subjects including ensuring young people are aware of the value of English and Mathematics, the diversity of Science, Technology, Engineering and Mathematics (STEM) careers
6. use Destination Measures data to assess our success in supporting students to take up education or training that offers good long-term prospects including promoting this destination information e.g. in our Sixth Form promotional materials
7. actively consult with young people, parents and staff on CEIAG provision to inform continuing improvement
8. involve working closely with local authorities to identify young people in need of specialist support, for example, those with special educational needs or those at risk of disengaging

9. involve the use of new technologies to support personalised learning and curriculum development
10. involve working in collaboration with the Careers and Enterprise Company (including allocated Enterprise Co-ordinator and Enterprise Adviser) and local Careers Hubs to ensure the best possible CEIAG education and opportunities for our young people.
11. make effective use of the Compass self-evaluation tool to ensure that potential areas for development and improvement are identified and addressed in the school Careers Strategic Plan.
12. ensure that there is an opportunity for a range of education and training providers to access all students in years 7-13 for the purpose of informing them about approved technical education and apprenticeships. This is commonly known as the 'Baker Clause' or 'Baker Duty' and is addressed by our Provider Access Policy.
13. in doing the above, be guided by the use the Gatsby Benchmarks (see Appendix) to improve careers provision.

The CRGS programme will be overseen and led by the Careers Lead, who will work closely with the Senior Assistant Headteacher (Main School), the Assistant Headteacher (Sixth Form) and the Careers Co-ordinator and will oversee the work of staff involved in the wide programme of provision.

Date of last review:	September 2023
Date of approval by Governors:	October 2023
Date of next review:	October 2024

## The Gatsby Benchmarks

The eight benchmarks below are a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance. It is expected that schools will meet the 8 benchmarks by the end of 2020.

They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England and now form part of the government's careers strategy, launched December 2017. Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average.

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1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
  2. **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
  3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
  4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
  5. **Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
  6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
  7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
  8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

More information on the Gatsby benchmarks is available here:

<http://www.goodcareerguidance.org.uk/>