

Open Academy

CEAIG Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	06/02/2025
Review Date:	February 2028
Person Responsible:	Principal

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
All	All	Policy rewritten to incorporate new government guidelines and current provision within the Academy	March 2022

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Principal. The Principal of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme. High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

Statutory Requirements

The Education Act 2011 imposed a duty under Sections 42A and 45A of the Education Act 1997, requiring academies and schools to secure access to independent careers guidance for all young people from Year 8 (12-13-year olds) to Year 13 (17-18-year olds) so that they are inspired and motivated to reach their full potential. The current version of the statutory guidance, which is based on the 2011 Act, now endorses a practical approach to this goal through the implementation of specific objectives, known as the Gatsby Benchmarks, and the appointment of designated personnel to deliver a careers programme. Furthermore, the Technical and Further Education Act 2017 requires 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 8 to Year 13 for the purpose of informing them about approved technical education qualifications and apprenticeships. This was further enforced by the 2021 White Paper 'Skills for Jobs' which highlights the importance of developing skills beyond compulsory education. The publication of a 'Provider Access' statement setting out the circumstances in which education and training providers have access to students at Open Academy is also a statutory requirement.

This revised policy also recognises the recent Department of Education legislation 'Statutory Careers Skills and Post-16 Education Act 2022', which came into force on January 1 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see the provider access policy statement, which is available on the school website. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 which came into force on September 1 2022, and amended the existing duty in The Education Act 1997, so that:

- The Academy must now secure independent careers guidance from Year 7 (instead of from Year 8, as previously indicated)
- As an Academy in England, we are now required to provide and publish careers guidance. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. This policy complies with our funding agreement and articles of association. We must also heed to our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our Provider Access Policy statement, which sets out how the school meets this duty, and this can be found on the school website.

In compliance with these statutory duties the Governing Body must ensure that the independent careers guidance provided:

- is presented in an impartial and fair manner and is tailored to the student to whom it is given.
- includes information on the range of education or training options, including apprenticeships and other vocational pathways from which students can make an informed choice
- promotes the best interests of the students to whom it is given at an appropriate time in their educational development.

Crucially, schools should help every student to develop high aspirations and consider a broad range of careers, including the support of vulnerable young people with special educational needs and those who are disengaged or at risk of becoming so.

In pursuit of this aims and requirements, students are entitled to careers education, advice, information and guidance which meets the following criteria-

Independent is defined as external to the Academy. External resources could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Timely is available at the relevant most appropriate point in the student's school career.

As such the guidance students receive may be in the following forms -

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings. It involves assisting them to understand their circumstances, their abilities and targets, advising them on their options or how to go about a given course of action. It involves identifying needs and signposting and referring young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

Overall this policy links with other Academy policies:

- Equality at the Open Academy Policy
- Educational Visits Policy & Procedures
- Curriculum Policy
- SEND Policy and Information Report

1. Our Approach

The Open Academy aims to maximise the potential and experiences of every student no matter their academic ability. At the heart of the Academy ethos is the notion of creating a positive **learning** environment where students have a sense of **belonging** to the Open Academy and wider community, and they develop a healthy **respect** for themselves and that community. The Open Academy will enable our students to access a wide range of opportunities that allow them to develop the confidence to make the most of their abilities. As an Academy, we have a responsibility to prepare students for the time they enter the wider community either through employment or in further training or in continued education. A key element of this preparation must come through the delivery of a coherent CEIAG programme. The programme is available to all students and will be provided through internal provision, working with external independent providers and partners including businesses. There will be a planned programme supplemented by *ad hoc* events, appropriate to the students.

The delivery of this programme must support not only the central aims of the Open Academy, but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work.

The delivery will be underpinned by the '*Learning Excellence*' ethos and core values of the Open Academy as follows:

- *Aspiration*
- *Leadership*
- *Teamwork*
- *Humility*
- *Courage*
- *Hard work*
- *Respect*
- *Service*
- *Integrity*
- *Forgiveness*
- *Thankfulness*
- *Perseverance*

The broad aims of the programme are:

- **Self-Development** – students are able to understand themselves and the influences on them
- **Career Exploration** – students are able to investigate opportunities in learning and work
- **Career Management** – students are able to make and adjust plans to manage change and transition

CEIAG provision will be targeted to the specific needs of all learners, from Year 7 to Year 13. Group sessions will either be led by internal staff members, experts, business mentors and volunteers external to the Open Academy. In all cases the information, advice and guidance will be impartial and will meet the needs of the young people. Where appropriate, guidance will be given from qualified advisors at Level 6 and/or the Matrix standard as appropriate.

The Open Academy will work in partnership with impartial, external and expert careers guidance providers as appropriate, to ensure students get good advice on the full range of post-16 options, and the world of work to develop the skills and capabilities necessary to be successful. The statutory

guidance makes it clear that face-to-face careers guidance can help students, particularly those from disadvantaged backgrounds, to make informed choices and successful transitions, and this will be available for every young person.

2. Delivery of CEIAG Provision and the Gatsby Benchmarks

The provision and support for students is focused on all students from Years 7 – 13 and has a particular focus at specific time points relevant to choices and decisions that need to be made. In September 2018, the Government formalised a clear framework for schools to work towards known as the **Gatsby Benchmarks**. These go beyond the statutory duties and aim to promote an understanding of what excellent careers provision looks like and a consistent approach to achieving it. The Government expects all schools to use the Gatsby Benchmarks to improve their careers provision by the end of 2020 and Open Academy is taking steps to achieve this. The Benchmarks stipulate that students should be able to benefit from –

- A stable careers programme.
- Relevant and up to date career and labour market information
- Having their own needs addressed
- Making links between what they learn in the classroom and the workplace
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

The development and delivery of this support is led and co-ordinated by the Careers Co-ordinator, working with teachers, local external providers, agencies and employers, the Director of Sixth Form and members of SLT. As a matter of policy, this is a flexible approach which includes staff across the Open Academy. These developments are driven primarily by the Careers and Sixth Form Support Co-ordinator in agreement with SLT. Delivery will be both internal and external to the Open Academy as appropriate.

The programme does not show bias towards any particular career path and promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. It provides aims, objectives and activities that are appropriate for each year group. The careers programme is delivered through several methods, including:

- Lessons
- Tutor-led sessions
- Displays Careers Policy (version 1.0) Page 6 of 6
- Careers Events
- Guest speakers
- Assemblies

Bespoke advice is provided through several formal and informal sessions including tutorials and teachers 1:1 contact with their students. Advice is also accessed through Level 6 Qualified Careers Guidance both in house and from external partners.

The 'Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges' issued in January 2023 states that as a minimum, schools must offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

Provision at Open includes:

KS3 Provision

Provision at KS3 comprises:

- An introduction to stereotyping, gender roles and 'what makes a successful life?' during SKL lessons. Use of Unifrog helps students understand the range of careers available and the routes into training which link to GCSE choices.
- Curriculum-based activities with visiting employers delivered during lessons or as part of an off timetable activity
- Opportunities to represent the Open Academy in career-based competitions e.g. Computer Science Coding Competition 'Scratch Off' at UEA
- Use of websites and Careers Area resources including the use of Unifrog and www.lcanbea.org
- An Options Choices Evening where parents and students can discuss courses and the decision-making process with Open Academy staff
- An introduction to, and advice on subject choices and subject selection by the tutor of the subject, including alternative provision opportunities
- Supplementary advice on subject choices from the Open Academy based options booklet
- An extensive assembly programme for options, including presentation on technical education and apprenticeships by local providers
- Explicit links to careers through curriculum
- Visits to Further and Higher Education establishments e.g. UEA Discover Days
- Able, Gifted and Talented opportunities
- Career-based assemblies or lessons delivered by external providers and employers, e.g. UEA Outreach talks such as 'Why Go to Uni?'.
- Opportunities to explore careers in specific sectors eg. STEM.
- Interview with CEAG Level 6 Careers Advisor if appropriate
- External mentoring opportunities e.g. UEA and NEACO
- Opportunities to attend career and employability- based events

KS4 Provision

Provision at KS4 comprises:

- One-week compulsory work experience in Year 10
- Advice though SKL lesson on building CV's, making applications and preparing for interview with a view to understanding what employers are looking for.
- Post-work experience evaluation session

- Explicit links to careers through curriculum
- A Sixth Form Open Evening where parents and students can discuss further the choices and the decision-making process with the Open Academy staff
- Group talks with external experts on action planning, career path development and interview preparation
- Visit to the Norfolk Skills and Careers Festival
- An interview for each student to plan their KS5 choices.
- Individual interview(s) arranged by the tutors and Heads of House for specifically targeted students
- Opportunities to explore careers in different industries e.g. Women in Economics
- Introduction and support in using the Common Application Process <https://helpyouchoose.org/>
- Use of other websites and Careers Area resources including profile building on Unifrog
- Career-based assemblies delivered by external providers and employers e.g. Apprenticeships Norfolk, RAF
- Interview with CEIAG Level 6 Careers Adviser.
- Group workshops with NEACO adviser
- Able, Gifted and Talented opportunities e.g. Norfolk Scholars Programme
- Visits to local Higher Education providers e.g. UEA, University of Lincoln and University of Cambridge
- Curriculum based activities delivered by employers during lessons or as part of an off timetable activity e.g. Design and Technology lessons supported by local manufacturing company

KS5 Provision

Provision at KS5 comprises:

- Extensive Enrichment programme, including National Citizen Service (NCS) to support students in the development of a well-rounded CV and to target specific needs for student development relating to CEIAG
- Individual interview(s) for specifically targeted students with an external expert and optional parental attendance
- Close liaison with the Head of Sixth Form, Tutors and the Careers and Sixth Form Support Co-ordinator for support with CV, personal statement, university, job and apprenticeship application writing.
- Senior Leadership Team (SLT) support for Oxbridge and Russell Group university applicants
- Access to the Extended Project Qualification (EPQ) including participation in EPQ Conference at UEA.
- Access to careers platform Unifrog including Personal Statement Builder tool.
- An introduction to KS5 and the curriculum opportunities available – via <https://helpyouchoose.org/> , OA6 website, and meetings with Head of Sixth Form and Careers and Sixth Form Support Co-ordinator
- Support from UEA and NEACO mentors for UCAS applicants
- Able, Gifted and talented opportunities eg. UEA Future Forward mentoring Programme
- An induction to Post-16/KS5 and a transition programme to prepare all students for Level 3 learning
- Participation in the Norfolk County Council Higher Aspiration Scheme including visits to the University College Roadshow and University of Suffolk Open Day
- Summer term Work Experience week for all Year 12 students.

3. Work Experience

Work Experience opportunities exist for students at the Open Academy in Years 10 and 12. Work Experience for Year 10 currently takes place over a week in the month of July. The students are fully prepared through an induction process and the experience is formally recorded in a Work Experience journal. All students will receive work experience at this time, and followed up by a post work experience review held during an extended tutor period.

All KS4 and KS5 work experience is administered and sanctioned through the Careers Co-ordinator and administered through the Unifrog Placements Tool.

KS5 work experience is administered and sanctioned through Sixth Form Tutors and Sixth Form teaching staff where appropriate. The students are fully prepared for the interview process required by the work experience providers, and DBS checks are completed where appropriate.

All students are visited by the Open Academy staff during the work experience placement, and the work experience is formally recorded through the completion of relevant documentation by the Open Academy staff, students and work experience providers.

4. Work Related Learning

The curriculum includes the provision of BTEC options at KS4.

5. Assessment of Need and Referral

The referral of students is based on a variety of assessment tools which include Expected Progress Analysis, Risk of NEET Indicator (RONI) report, staff comments, up- to-date information available on SIMS and records of student interviews. Students can self-refer and parents/carers can also refer their child. Parents/carers can be present at the referral meeting.

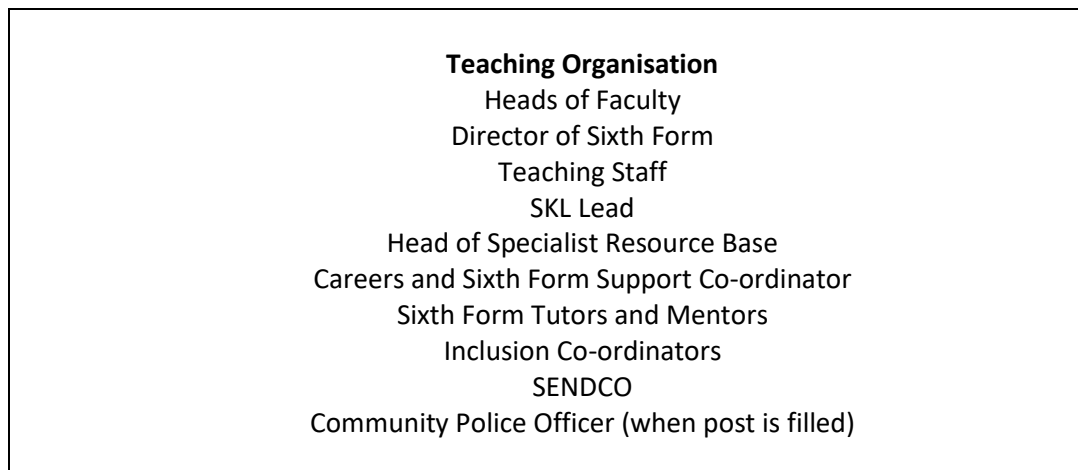
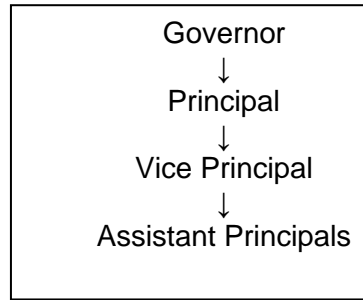
Student interviews are recorded and a copy given to the student with permission to share with other individuals and groups with the student's consent. Confidentiality is always respected whenever possible and safe to do so.

Students who have a Statement of Special Educational Need have annual reviews and transition planning meetings to provide opportunities to set and review targets. Staff of NCC Children in Need Team including Guidance Advisors and Education Health Care Plan (EHCP) Co-ordinators meet regularly with the SENDCO and the Head of Specialist Resource Base and the FEVC to identify needs and ensure the appropriate support is given to these students.

The Open Academy uses a Family Support Plan (FSP) and this is a standard approach to conducting an assessment of the needs of the child and deciding how they should be met.

6. Management and Co-ordination

CEIAG is a whole Open Academy responsibility and is managed, co-ordinated and delivered in the following ways:



7.1 Roles and responsibilities

The Governor with responsibility for CEIAG maintains an overview of provision and ensures that the Open Academy meets its statutory requirement under the Education Act 2011, Health and Safety legislation and anti-discrimination legislation, and the Special Educational Needs and Disability Act 2008.

The Principal ensures that adequate resources are made for the provision of CEIAG and that the Open Academy complies with the national standards for CEIAG through a commitment to Career Mark. The Principal will ensure that the Open Academy complies with legislative requirements by providing adequate resources and through processes which support continuous improvement.

The Vice-Principal oversees the development and delivery of the Open Academy's CEIAG provision.

This involves ensuring:

- That all staff involved in the development and delivery of CEIAG have their training needs identified and met
- Production and updating of the CEIAG policy
- Production and updating of the careers education scheme of work, lesson plans and materials
- In-service training for all staff delivering careers education elements
- Planning and reviewing of the programme
- Liaison with the Children in Need Team Guidance Advisor including the annual review of the Partnership Agreement
- The managing of all work experience activities, both block and extended placements and liaising with the NCC, and
- The identification of the career guidance needs of students and making appropriate referrals

The Assistant Principals ensure that financial management, progress and attainment and behaviour are all coherent with the provision of CEIAG.

The Careers Co-ordinator is required to establish and maintain a comprehensive, up-to-date and accessible provision of careers and personal support information as part of the Careers Area resources, including local and national labour market information. This involves:

- Ensuring that there are appropriate resources to meet the teaching requirements of the establishment
- Providing lesson plans to ensure that students are able to use the resources appropriately
- Providing continuing professional development to ensure that all staff have a working knowledge of the resources
- Evaluating the effectiveness of the careers and personal support information network
- Ensuring adequate ICT provision and
- Ensuring the organisation meets the minimum standards for careers and personal information support information

Information gathered is cascaded to relevant staff via the Open Academy's intranet and through staff meetings and INSET sessions.

7.2 Resources

Our commitment to quality CEIAG services is reinforced by the provision of sufficient resources which are both financial and practical.

- The Careers department has an identified budget which is reviewed annually in line with the Open Academy Improvement Plan
- The Careers and Sixth Form Support Co-ordinator has an office which is used for confidential guidance and counselling interviews. Appropriate training is encouraged in order to maintain currency and expertise.
- External staff are provided with confidential space and resources to suit the needs of the programmes they are delivering. All necessary DBS checks are undertaken in order that external staff may work with students.
- Staff have their training needs identified and met through a process of annual appraisal and review.

7. Long Term Planning

CEIAG has changed significantly in recent years in schools and academies and the Open Academy aims to be at the forefront of any future developments. Initiatives from national and local government, in particular the introduction of the Gatsby Benchmarks, mean that schools and academies have to reconsider the nature, timing and priority of their CEIAG in the curriculum and how they communicate that good practice to the outside world. The Academy continues to work with local partners with the aim of achieving all eight Gatsby Benchmarks in line with Government expectations. Internal audits using the CEC Compass and Tracker tools will ensure that the process is tracked and tailored to our students' needs.

The most recent GATSBY benchmarking score will be made available to relevant quality assurance partners.

The Open Academy will publish an annual careers plan to include information on the support and resources available to students in planning their career development. This plan will be revised systematically on an annual basis and takes into account views of students, parents, employers and other learning providers.