



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

Revised: September 2023

Review Date: July 2024

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### Introduction

Greyfriars Catholic School recognises that every young person needs high-quality career guidance in order to make informed decisions about their future. High quality careers education and guidance is critical to our student's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

This policy is written with the above statement in mind and underpins our values of knowledge, care and ambition in all that we do.

### We value:

**Knowledge** in its many forms: academic knowledge, the world around us and self-knowledge from experience and reflection.

**Care** is central to all that we do; care for the individual and the community should be shown in all our actions.

**Ambition** of all forms drives and motivates us to be successful for ourselves and the community - ambition allows us to flourish individually and collectively.

## We aim to:

- Provide a curriculum offer that supports and underpins an understanding of the world of work, career options and routes to different careers.
- Promote equality of opportunity, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Provide a high-quality, progressive careers programme that supports all students to acquire the knowledge, skills and confidence to fulfil their potential.
- Manage the access of providers to pupils for the purpose of giving them information about the provider's education or training offer.
- Allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them.
- Work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.
- Promote a full range of technical options.
- Gain 0% NEET (not in employment, education or training) or 100% Further Education/Apprenticeships staying-on rate.
- Meet the Gatsby Benchmarks.
- Review and adapt our careers education in line with the 8 benchmarks which are:
  1. A stable programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces#
  7. Encounters with further and higher education
  8. Personal guidance

## Roles and Responsibilities

All staff understand the importance and significance of independent CEIAG and this is embedded within the curriculum.

The school's Careers Lead produces a strategic careers plan, in-line with the Gatsby Benchmarks.

This plan includes how the careers programme is implemented and how its impact is measured.

The school will appoint a governor to be responsible for CEIAG who will develop the strategic careers plan in conjunction with the Careers Lead and other relevant staff. They hold a strategic interest in careers education and guidance and encourage employer engagement.

The governing body ensures that independent careers guidance is provided to all pupils and that this is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option

Includes information on the range of education or training options, including apprenticeships and technical education routes

Considers the needs of individuals and promotes the best interests of the students to whom it is given.

Parents and pupils are actively involved in our CEIAG offer, in particular at key transition points, namely Year 9 GCSE options, post-16 and post-18 choices.

### Legislation

At Greyfriars Catholic School, we comply with the legal obligations under Section 42B of the Education Act 1997 and the amendment to the Technical and Further Education Act 2017, 'the Baker Clause'.

This guidance makes reference to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

### Practice

Jess Manns is the Careers Lead responsible for CEIAG. Employers and educational providers are able to contact her on 01865 749933 or by email at [j.manns@gfcs.uk](mailto:j.manns@gfcs.uk)

The school employs a CEIAG adviser – Kathy Wittet. [k.wittet@gfcs.uk](mailto:k.wittet@gfcs.uk)

The board of governors has an appointed Careers Link - Mick Quigley [chair@gfcs.uk](mailto:chair@gfcs.uk)

The careers programme is supported by external enterprise advisors Kathryn Jackson and Nick Rimmer.

The school's curriculum and extra-curricular offer enables key areas of career development to be identified and taught via high-quality practice. Opportunities include:

- The school website, which has a range of helpful resources including guidance on labour market information and apprenticeship vacancies.
- A Year 9 Options Evening for parents, in addition to a Parents' Evening to discuss Option choices and how these link to careers.

- Work experience.
- Personalised one to one meetings with our Careers Adviser.
- All families will be offered the opportunity at KS4 to discuss their student's academic progress and career ambitions.
- Post-16 Education Evening to inform parents and students of all the issues to be considered and underpinning transition through to age 18.
- Trips to universities and employers, as well as visitors into school, along with the offer of CEIAG support, including a post examination results service.

### Monitoring

At Greyfriars Catholic School, the CEIAG policy is reviewed by the Governing Body and accessible to all stakeholders on the school's website, with paper copies available on request from the school's main office. The Headteacher, in conjunction with the other relevant personnel, will ensure that:

- The work of the Careers Lead and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and provides regular feedback.
- The effectiveness of this policy is measured in a variety of ways, including:
  - Feedback from stakeholders
  - Feedback from external visitors to the school
  - The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

### Supporting Families and Students with CEIAG

We work closely with families and students in order to offer them the very best careers guidance. In doing so, we seek support from a variety of outside agencies, including:

**The National Careers Service** - funded by the Government to provide free, impartial careers information, advice and guidance to students, parents, and teachers through a website, web chat service and telephone helpline: <https://nationalcareers.service.gov.uk>

**The Careers and Enterprise Company** - set up by the Government in 2015, with the mission to help every young person to find their best next step. <https://www.careersandenterprise.co.uk>

**The Gatsby Foundation** - they developed the eight Gatsby Benchmarks of good careers guidance. They provide information on how schools can work towards achieving them.

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

## Training

We ensure that all relevant school staff receive adequate training on CEIAG, which is led by the Career Lead. Additional training needs are included as part of the continual professional development programme.

## Appendix A - Application for Provider Access

### Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Pupil entitlement

All pupils in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

### Management of provider access requests

A provider wishing to request access should contact Jess Manns on 01865 749933 or by email at [j.manns@gfcs.uk](mailto:j.manns@gfcs.uk)

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website.

Please contact our Careers Lead to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other

specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team.

Providers are welcome to leave a copy of their prospectus, or other relevant course literature, with the Careers Lead so that they can be displayed and accessed by all students.

## Appendix B - Programme Overview

### Year 7

- Embedding of careers learning sessions in tutor time PSHCE programme
- Access to self-assessment and personal development tools and activities (*e.g., Buzz Quiz/Jobs sectors/careerometer, OxLEP LMI resource for Year 7*)
- Careers Detective (*employer sessions*)

### Year 8

- Embedding of careers learning sessions in tutor time PSHCE programme
- Access to self-assessment and personal development tools and activities (*e.g., Buzz Quiz/Jobs sectors/careerometer OxLEP LMI resource for Year 7*)
- Human Library (*employer sessions*)
- Careers one to one interview - self referral / tutor request

### Year 9

- Careers Assemblies
- Embedding of careers learning sessions in tutor time PSHCE programme in Term 3
- Subject specific sessions linking curriculum subjects to careers to support choices
- Careers interviews - self referral / tutor request
- Signposting students and parents to high quality virtual resources (*e.g., Springpod, Careerpilot, etc.*)
- Careers Adviser attendance at Options Evening
- Future Fest Careers Fair
- Student Careers Ambassadors

### Year 10

- Careers Assemblies
- Mock Interviews

- Embedding of careers learning sessions in tutor time PSHCE programme in Term 6 (*Post 16 options, Sixth form, college or apprenticeships*)
- Signposting students and parents to high quality virtual resources (*e.g., Springpod, Careerpilot, etc.*)
- Work experience
- Careers interviews, 1:1 and small group sessions
- Career visits/University/Employer visits (*e.g., Careers Fest, Brookes University*)
- Summer Careers Enrichment activities (*CV writing, LMI (local and national)*)
- Passport days
- Future Fest Careers Fair
- Student Careers Ambassadors

### Year 11

- Assemblies
- Mock Interviews
- Careers interviews, 1:1 and small group sessions
- 6th Form Information Evening
- 6th Form interviews, Taster Day and Introduction Day
- Tutor mentoring
- Signposting students and parents to high quality virtual and online career resources (*e.g., Springpod, Careerpilot, etc.*)
- Employer visits/talks/insights
- Apprenticeship presentation by ASK
- College talk
- NCS Activities
- Careers Adviser attendance at parents evening
- Future Fest Careers Fair

### Sixth Form

- Careers Assemblies
- Mock Interviews
- Embedding of careers learning sessions in tutor time PSHCE programme (*Post 18 options, degree apprenticeships*)
- Signposting students and parents to high quality virtual resources (*e.g., Springpod, Careerpilot, etc.*)
- Work experience
- Careers interviews, 1:1 and small group sessions

- Future Fest Careers Fair
- Visit to UCAS Higher Education Convention
- Guest speakers (employer led programmes and industry professionals)
- 1:1 guidance on UCAS applications; including personal statements
- 1:1 guidance on apprenticeship and employment applications
- Student Careers Ambassadors

### Appendix C - The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>



<p>3.Addressing the needs of each student</p>	<p>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.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4.Linking curriculum learning to careers</p>	<p>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.</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5.Encounters with employers and employees</p>	<p>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.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p>

<p>6.Experiences of workplaces</p>	<p>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.</p>	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7.Encounters with further and higher education</p>	<p>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.</p>	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8.Personal guidance</p>	<p>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.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>