



# **The Ursuline Academy Ilford**

## **Careers Education, Information, Advice and Guidance (CEIAG) Policy 2021**

Reviewed in September 2021, to take effect from:	<b>September 2021</b>
Next Review:	<b>September 2022</b>

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## 1. Introduction

At the Ursuline Academy Ilford, we are committed to providing a planned programme of impartial careers education and information, advice and guidance (CEIAG) for all learners in Years 7-13, so that our students can aspire to be the best that they can be in an increasingly competitive and ever-changing world. Through engaging in a high-quality careers programme, we aim to ensure all students make the most of their God given talents, so that they are prepared for the next stages of their education, employment, or training and they can make a significant contribution to society in their chosen vocation.

A well planned and carefully structured CEIAG programme can play a major part in helping young people to make important decisions, choose 14-19 pathways that suit their interests, abilities and individual needs and help them to plan and follow a career path and sustain employability throughout their working lives. It can also help avoid disengagement, put learning into a wider and more relevant context, raise aspirations and address social inequalities and differences in social and cultural capital.

*‘Commit your work to the LORD, and your plans will be established.’ Proverbs 16:3*

The careers programme at Ursuline Academy Ilford is designed to meet the needs of all students. We adhere to the Department for Education statutory guidance document, ‘Careers guidance and access for education and training providers’ (DfE, July 2021), which stipulates that all academies must allow other educational and training providers access and that we must publish a provider access policy.

We are committed to ensuring our careers programme meets the requirements of the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

## 2. Our Commitment

The academy is committed to providing a comprehensive programme of CEIAG for all students in Years 7-13. This programme will be guided by the Gatsby benchmarks, the National Framework for CEG 11- 19 in England (DfES, 2001) and other relevant direction from the DfE and will conform to statutory requirements. It is designed to meet the needs of students at this academy and is differentiated and personalised to ensure progression, through activities that are appropriate to students’ stages of career learning, planning and development. These experiences will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for their individual needs.

## 3. Key Terms

For the purpose of developing a cohesive programme within academy the term CEIAG is sub-divided into the following sections:

**Careers Education (CE)** refers to a planned programme of activities within the curriculum that helps young people to gain knowledge, understanding and develop the skills and confidence to make successful choices, manage transitions in learning and move into work.

**Information, Advice and Guidance (IAG)** enables individuals to use the knowledge and skills developed through Careers Education to make the decisions about learning and work that are right for them. It includes:

- Careers Information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support.
- Impartial Careers Advice - to help young people gather, understand and interpret information and apply it to their own situation.
- Impartial Careers Guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them.

IAG includes Information, Advice and Guidance on careers but extends to other personal well-being issues that young people face, some of which may present obstacles to progression and achievement in learning and work such as health, welfare and financial issues.

#### 4. The Governing Body

The statutory duty requires the governing bodies to ensure that all registered students at the academy are provided with independent careers guidance from year 8 to year 13. The governing body must ensure that the independent careers guidance provided 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;
- the guidance given is in the best interests of the students.

#### 5. The named Careers Leader is:

Responsible for the strategic oversight, and monitoring of careers education at Ursuline Academy Ilford. This means ensuring that the academy is compliant with all statutory requirements, evaluating the academy's provision, and driving changes which best meet students' needs. Careers leader and careers coordinator lead the staff to ensure that the careers provision supports learners to make informed choices to reach a career goal of their choice and work with external providers to ensure that all students have equal opportunity and access to this element of the curriculum.

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**Careers Co-ordinator:** Mrs C Finlay      [CFinlay@uai.org.uk](mailto:CFinlay@uai.org.uk)      020 8554 1995

#### 6. All Academy Staff

All staff across the academy contribute to careers through their roles as form tutors, subject teachers and in support roles.

## **7. Parent/Carer involvement**

Young people do not make decisions about their future careers' pathways in isolation. Parents/carers play an important role in the decisions young people make, as well as having a clear interest in ensuring the right outcomes for their young person. The academy is committed to involving parents as much as possible, promoting engagement through careers events, parent resources on the academy website and careers support at GCSE options evening.

## **8. Careers and SEND provision**

Every student with Special Educational Needs or Disabilities follows the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate. Students with SEND also get additional support from the SENDCo in making choices about their future, such as SEN reviews from Year 9 upwards and interviews Careers Adviser. The provision includes the academy organising visits to local FE Colleges in conjunction with a Borough Connexions Careers Adviser for post-16 choices.

## **9. Partnership working**

At UAI, we work in partnership with a range of employers and education providers to offer a wide-ranging, inspiring and exciting careers programme to help every pupil achieve their full potential. We constantly strive to expand and improve links with employers and other local providers.

## **10. Monitoring, Evaluation and Review**

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following careers talk and mock interviews in Key Stage Four. Students develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers adviser, careers coordinator and leader. Participants in the programme complete surveys following key events including students, teachers, parents and employers.

Leavers destination data is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future CEIAG provision. This is analysed by the Careers Leader with key trends and actions fed back to SLT and Governors. The Department for Education's Destinations measures are used to ensure the number of students not in education, employment, or training (NEET) is very low, and to inform the continuous shaping of our careers programme, based on our students changing needs, as determined by changes in destinations.

An annual self-evaluation is completed by the Careers Leader using the Careers and Enterprise Company's Compass Evaluation tool. This evaluates the academy's careers programme and how far it fulfils the Gatsby Benchmarks, and compares the extent of our programme to other schools nationally.

This policy will be reviewed as to its effective implementation on an annual basis and updated as appropriate.