



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

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## 1. Aims

- 1.1 The Astrea Academy Sheffield (AAS) careers education programme aims to provide our scholars with the opportunity to investigate, plan and manage their careers/post-16 routes effectively, ensuring progression which is ambitious and aspirational. Our ambition is for all scholars to access an extensive range of career opportunities through carefully planned engagements both within the curriculum and beyond. It aims to promote equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

## 2. Context

- 2.1 Astrea Academy Sheffield is committed to providing all scholars from 2-18 with a careers programme which is embedded into the curriculum and includes a wide variety of enrichment activities.

## 3. Provision

- 3.1 Careers provision is mapped against the Gatsby benchmarks, using the Careers and Enterprise Company's Compass evaluation tool. The Gatsby Benchmarks comprise of:
  - ★\* A stable careers programme
  - ★\* Learning from career and labour market information
  - ★\* Addressing the needs of each pupil
  - ★\* Linking curriculum learning to careers
  - ★\* Encounters with employers and employees
  - ★\* Experiences of workplaces
  - ★\* Encounters with further and higher education
  - ★\* Personal guidance
- 3.2 The current careers programme is delivered through a combination of methods, including explicit lessons provided within the curriculum.
- 3.3 Careers information is available both in the library and in digital format via electronic platforms that provide access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.
- 3.4 The academy use Morrisby and Morrisby higher tracking platforms to provide all scholars with updated information and monitor their CEIAG participation.
- 3.5 Our provision aims to ensure that scholars:

- ★\* develop the skills and attitudes necessary for success in adult and working life including a holistic range of personal and employment based skills.
- ★\* are acutely aware of the range of opportunities which are available to them in continued education and training at 14+, 16+ and 18+
- ★\* are equipped with the necessary decision-making skills to manage those same transitions
- ★\* develop an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally
- ★\* use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- ★\* benefit from links fostered between the school, local businesses and further education establishments
- ★\* experience the world of work and develop transferable skills. This includes being exposed to an extensive range of career opportunities through dedicated curriculum links
- ★\* wherever possible leave the school to enter employment, further education or training
- ★\* experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- ★\* receive extra assistance and personal guidance to reach their potential, where this is necessary, all scholars will receive at least 1 personal guidance meeting by the time they finish year 11.

## 4. Careers Provision by Key Stage/Year Group

### 4.1 Early Years Foundation Stage - Nursery & Reception

Scholars at this young age will:

- ★\* Be explicitly taught about a range of jobs that exist mostly linked to whole class stories to encourage understanding of context. Examples of these are police, fire service, medical services and other age-appropriate occupations such as farming.
- ★\* Children will be able to meet a range of individuals from these sectors through play-based activities, e.g. Police supporting an alien crash landing in school.
- ★\* Children will have a range of fiction and non-fiction books available to them to be able to find out more about these roles. Equality of opportunity will be a heavy focus.

### 4.2 Key Stage 1 - Years 1 to 3

Scholars in this age groups will have:

- ★\* further access to a range of careers, again often linked to stories and texts. The range of positions will grow in complexity but be age appropriate
- ★\* access to a range of book-based resources that detail a range of the careers open to them. Equality of opportunity will continue to be a heavy focus.
- ★\* Opportunities to meet professionals from 'the world of work' through curriculum and non-curriculum events

- ★ Opportunities to visit workplaces during school trips and visits
- ★ Dedicated (age appropriate) employment skills teaching (eg teamwork, initiative, decision making etc)
- ★ Dedicated enterprise skills teaching leading to opportunities to apply those skills in enterprise-based projects and competitions

#### 4.3 Key Stage 2 (Years 3 to 6)

Scholars in this age group will have:

- ★ further access to a range of careers, linked through stories and texts but also through wider participation in STEM based projects and activities.
- ★ access to a range of book-based and web-based resources that detail a range of careers open to them. Equality of opportunity will continue to be a heavy focus.
- ★ opportunities to meet professionals from 'the world of work' through curriculum and non-curriculum events
- ★ opportunities to visit workplaces during school trips and visits
- ★ dedicated (age appropriate) employment skills teaching (eg teamwork, initiative, decision making etc)
- ★ dedicated enterprise skills teaching leading to opportunities to apply those skills in enterprise-based projects and competitions

#### 4.4 Key Stage 3 (Year 7 to Year 8) – Throughout these years scholars will have:

- ★ an introduction to a variety of career paths in lessons, assemblies and as part of the Personal Development programme
- ★ dedicated employer engagement activities such as 'What's My Line?'
- ★ visits from local universities in workshop style events dedicated to expanding pupils understanding of university courses and student finance
- ★ the opportunity to engage in enterprise competitions such as 'Big Challenge'
- ★ support in Year 9 when selecting their options and informed about qualifications needed to pursue different career paths

#### 4.5 Key stage 3 – Year 9 - Scholars will select their GCSE options during this year and so will have an increased amount of opportunities to access careers education and support.

In year 9, scholars will:

- ★ continue to develop a range of employability skills through all subjects and dedicated careers lessons
- ★ continue to expand their knowledge of the employment opportunities that are available to them through dedicated curriculum learning
- ★ experience visits from local universities in workshop style events dedicated to expanding pupils understanding of university courses and student finance
- ★ have the opportunity to engage in enterprise competitions such as 'Big Challenge'
- ★ begin to make informed career choices.

- ★ ★ have detailed access to world of work and post 16 destinations.
- ★ ★ have a range of meaningful workplace visits
- ★ ★ take part in a Year 9 Choices event where scholars can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- ★ ★ have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor

#### 4.5 Key Stage 4 – Year 10

In year 10, scholars will:

- ★ ★ be able to access information about specific careers they want to pursue in the future
- ★ ★ have individual and targeted work readiness activities, e.g. mock interviews, application writing, CV writing, cover letter writing
- ★ ★ be able to take part in targeted workplace visits and visits from workplaces
- ★ ★ have further visits to HE and FE establishments – now targeted towards departmental level
- ★ ★ have an opportunity to take part in the GROW mentorship programme which pairs scholars with a university graduate
- ★ ★ be part of PSHE lessons that aim to develop labour market awareness
- ★ ★ develop their employability skills through a range of activities
- ★ ★ develop their financial capability skills through a range of activities
- ★ ★ have access to impartial advice and guidance on post-16 education, employment and training and apprenticeship options

#### 4.4.1 Key Stage 4 – Year 11

In year 11, pupils will:

- ★ ★ be able to access information about specific careers they want to pursue in the future
- ★ ★ have meaningful encounters with employers
- ★ ★ have a 1:1 careers interview with someone who is able to offer bespoke, impartial guidance on post-16 education, employment, training and apprenticeships
- ★ ★ be able to visit universities and find out more about the benefits of higher education, including information about student finance
- ★ ★ be exposed to a range of post-16 options in assemblies which will showcase apprenticeships and traineeships
- ★ ★ be provided with additional careers advice based on specific needs of individuals
- ★ ★ be supported pre and post GCSE examinations to ensure they are aware of the options open to them and how to access them
- ★ ★ develop their presentation skills
- ★ ★ have taster days/sessions – engaging in meaningful encounters with employers/academic institutions

- ★ Receive at least one personal guidance meeting with a trained careers advisor

## 5. Roles and responsibilities

- 5.1 All staff contribute to the implementation of this policy through their role as teachers, tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum.

## 6. Careers Team

- 6.1 Our very own careers advisor provides impartial advice for scholars and also can support families too with specific questions. Personal guidance meetings are confidential between the careers advisor and scholar only, with permission, these minutes may be discussed with parents.
- 6.2 The Assistant Principal leads on careers education with the support of a vast range of staff across the academy.

## 7. Monitoring, Recording and Evaluation

- 7.1 Opportunities for monitoring, recording and evaluation are built into the careers programme. Scholars will self-evaluate and reflect on their learning at key points, such as following meaningful engagements with employers and mock interviews during Year 10.
- 7.2 Morrisby and Morrisby higher tracking system is used across the academy secondary phase and 6<sup>th</sup> form to track individualised CEIAG provision in the secondary phase for all scholars.

## 8. Careers and SEND provision

- 8.1 Every scholars with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.
- 8.2 Scholars with SEND will have an interview in Year 10 before the post-16 application process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations.
- 8.3 If current provision cannot fully address a scholar's additional need, advice will be sought from the National Careers Service.
- 8.4 The SENCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENCO supports any work experience placements or visits, ensuring that providers are aware of individual needs, in order to promote a positive experience.

## 9. Partnerships

- 9.1 The CEIAG programme is greatly enhanced through links which help to ensure that scholars' learning is current and relevant.
- 9.2 Astrea Academy Sheffield works closely with local employers and employees including Sheffield University, Sheffield Hallam University, the Higher Education Progression Partnership South Yorkshire (HEPPSY) the Sheffield City Region Enterprise Advisor Network, Enterprise Coordinators from the DfE, parents and other local groups.
- 9.3 A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to scholars and/or their families. This involvement enhances the provision of work experience placements, careers talks, careers fairs, workplace visits and mock interviews.

## 10. Policy statement for provider access

- 10.1 Any provider wishing to request access should contact the **Assistant Principal** (Careers Lead), via 0114 553 9110 or [info@astreasheffield.org.uk](mailto:info@astreasheffield.org.uk)
- 10.2 For our provider Access Legislation policy statement, please see appendix 1.



## Appendix 1: Provider Access Legislation Policy Statement

### Provider Access Legislation (PAL) Policy Statement

**Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational, academic routes and apprenticeships as well as traineeships and supported internships**

**Updated January 2023**

**Astrea Academy Sheffield**

At Astrea Academy Trust we are proud of the excellent professional relationships that we have with employers, training providers, colleges, sixth forms and universities. We recognise the importance of students from Year 7 to 11 having full access to these providers throughout their time at school in to have enough information to make a well-informed and realistic decision about their future. We welcome external providers coming into school to impart this information to our students and operate under the guidance principles of true impartiality. We also fully recognise and are committed to the student entitlement updated Provider Access Legislation applying to Year 8 and onwards. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Student Entitlement – All students in Year 8 to 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 as well as academic and other vocational routes – through options events, assemblies and enrichment events.
- to understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

<b>1<sup>st</sup> key phase</b>	Year 8 or 9	Two encounters for students that are mandatory for all to attend
<b>2<sup>nd</sup> key phase</b>	Year 10 or 11	Two encounters for students that are mandatory for all to attend
<b>3<sup>rd</sup> key phase</b>	Year 12 or 13	Two encounters that are mandatory for the school to put on but optional for students to attend

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)

- answer questions from all students, including our most able, our most vulnerable and those with additional learning needs

Astrea Academy Trust defines an encounter as at least half an hour, during the academy day.

The school day at Astrea Academy Sheffield runs from 8.20am until 2:50pm.

### **Partnership Working**

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges to speak to our students. Astrea Academy Sheffield will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, curriculum lessons, enrichment events and post 16/18 options fayres.

The quality and impact of careers provision at Astrea Academy Sheffield is monitored by our Senior Leadership Team, our National Careers Lead for the Trust and other senior leaders within the wider Trust. Access and opportunity to engage with technical, vocational and training providers will form part of this process.

### **Management of Provider Access Requests**

In the first instance, requests by providers should be sent with a minimum of six weeks' notice to the following email address: [sarah.naylor@astreashffield.org](mailto:sarah.naylor@astreashffield.org)

#### **The request should include:**

- The proposal format, timings and duration of the request;
- The number of staff from your organisation who propose to visit;
- Any support requirements of the school.

#### **All requests will be considered on the basis of:**

- Clashes with other planned activity, trips or visits to the Academy;
- Interruption to preparation for examinations;
- Availability of academy staff, space and resources to host the activity.

The Principal may, at their discretion, refuse a request if it would be likely to be detrimental to the safety or wellbeing of children or staff, or if granting the request would be likely to bring the academy or the Trust into disrepute.

#### **If a request is granted, the provider will have access to:**

- A large room within the school (for example the Main Hall or Lecture Theatre);
- Audio-visual equipment, including a laptop, projector or interactive whiteboard;
- Stationary as required;
- At least one member of academy staff.

**Safeguarding:**

Prior to providers coming into the school for CEIAG purposes, Astrea Academy Sheffield will undertake a risk assessment to ensure that visitors have the right information and guidance to keep themselves and young people safe.

If you have questions about any of the information in this policy, please contact Astrea Academy Sheffield's Careers Leader, Sarah Naylor by email at [sarah.naylor@astreasheffield.org](mailto:sarah.naylor@astreasheffield.org)