

**Aspire Academy**  
**Careers Education, Information, Advice and**  
**Guidance (CEIAG) Policy**  
**September 2022**



*The Local Governing Committee has agreed that this policy will be reviewed every year. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2023.***

## Our Ethos and Values

At Aspire our ethos is to develop the individual moulding independent learners and confident young minds.

We aspire to be a community founded upon mutual trust where everyone is loved and respected for who they are. We believe that in working together we can accomplish more than we could alone.

### **Values:**

As an Alternative Provision Academy, our core values are empathy, courage and community:

- **Empathy** is essential to human life and lies at the heart of all successful relationships. Empathy is an unspoken language that we aim to teach and develop in others. In this way we develop self-awareness and depth of human engagement;
- **Courage** is a trait that needs to be developed in everyone. Life throws many challenges at us and we need to be prepared to face those challenges through developing deep personal reserves. We believe that developing individual strength and conviction enables students for the rest of their lives;
- We aim to be an **inclusive community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

### **Aims**

As an Alternative Provision Academy, we aim to:

- Treat learners, staff and visitors with respect;
- Incorporate and promote the values behind the academy in all we do;
- Instil a sense of self-worth and value in every learner;
- Encourage learner participation in the planning and the running of our Academy wherever possible;
- Encourage emotional literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

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## **1. Statement of Policy**

Aspire Academy is committed to helping young people live their lives to the full, so that they can become fulfilled individuals with a sense of their place in and responsibility towards their community. We believe every student at Aspire has the right to achieve their potential.

The Academy fosters and cares for all students individually, to bring out their potential and show them ways to success they may never have considered before. We create an environment that respects and nurtures each student, working alongside them to build their self-confidence, resilience and motivation to succeed and make a positive difference when they go into the world.

Careers education, information, advice and guidance (CEIAG) plays an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at the Academy and beyond. This is particularly important given the mixed experiences our young people will have faced prior to attending Aspire, and the cultural and stereotypical associations they may face as a result.

The Academy works consciously to prevent all forms of stereotyping, ensuring that all students consider a wide range of opportunities and careers when they leave school.

## **2. What is Careers Education, Information, Advice and Guidance (CEIAG)?**

“Careers guidance describes activities which support individuals to learn about education and employment and plan for their future lives, learning and work. These activities contribute to social mobility, help people to discover and access opportunities that might exist outside of their immediate networks. They also encourage individuals to challenge their pre-existing assumptions about what they are capable of and to develop practical strategies to operationalize their aspirations.” *Advancing ambitions: The role of career guidance in supporting social mobility (The Sutton Trust & University of Derby, Oct 2014).*

“Careers guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services). They include career information provision, assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes, work search programmes, and transition services.” OECD 2004.

## **3. What are our Statutory Duties?**

Aspire Academy has a statutory duty under the Education Act 2011 to ensure that all pupils in Year 7-11 are provided with independent and impartial careers guidance. By law, the careers guidance provided must:

- Be presented in an impartial manner (ie. showing no bias towards a particular education or work option)
- Include information on the full range of education and training options including apprenticeships
- Always promote the best interests of the pupils

An Independent Careers Adviser visits the Academy regularly (virtually and / or in person) and provides impartial careers guidance including information and advice on the full range of options. The Career Leader in the Academy will also organise relevant opportunities for students to engage with employers and providers, as well as have informed career discussions with their teachers and tutors.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This is known as the Baker Clause. This new law requires schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships. A policy statement regarding provider access can be found on our website.

**From September 2018 every school should appoint a named person to the role of Careers Leader to lead the careers programme. The Careers Leader for the Academy is Mrs C Boyton, Email: c.boyton@asp.hslt.academy, Telephone: 01482 318789, Address: Aspire Academy, 351 Annandale Road, Hull, HU9 5DE**

### The Gatsby Benchmarks

Every school should use the Gatsby Benchmarks to improve careers provision. It is recommended that schools should meet these by the end of 2020. The Academy is fully committed to working towards these benchmarks.

<p><b>1. A stable careers programme</b></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>	<ul style="list-style-type: none"> <li>● Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and have an identified, appropriately trained person responsible for it.</li> <li>● The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to understand it</li> <li>● The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information.</b></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 advisor to make best use of the available information</p>	<ul style="list-style-type: none"> <li>● A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations</li> <li>● School’s should keep a systematic record of individual advice given to each pupil and subsequent agreed decisions</li> <li>● All pupils should have access to these records to support their career development</li> <li>● Schools should collect and maintain accurate data for each pupil on their education, training and employment destinations</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school’s career</p>	<ul style="list-style-type: none"> <li>● A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations</li> <li>● Schools should keep systematic records of individual advice given to each pupil, and subsequent agreed decisions</li> </ul>

	programme should embed equality and diversity considerations throughout	<ul style="list-style-type: none"> <li>• All pupils should have access to these records to support their career development</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations</li> </ul>
<b>4. Linking curriculum learning to careers</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the STEM subjects help people to gain entry to, and be more effective workers, within, a wider range of careers</li> </ul>
<b>5. Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one 'meaningful encounter' with an employer</li> <li>• A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what takes place to be successful in the workplace</li> </ul>
<b>6. Experience of workplaces</b>	Every student should have first-hand experience of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities and expand their networks	<ul style="list-style-type: none"> <li>• 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</li> <li>• By the age of 18, every pupil should have one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	All students 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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to meet staff and pupils</li> <li>• A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8. Personal Guidance</b>	Every student should have the opportunity for a guidance interview with a careers advisor, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These should be available whenever	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	significant study or career choices are being mad.	
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## 4. The Aspire CEIAG Programme 2021/22

**Year 7 & 8 - Skills for Life and Work.** At Aspire, we recognise that students who arrive with us in KS3 often struggle with academic life and being in a school setting. Often they are behind in their studies and can have difficulties in developing appropriate peer relationships. We acknowledge that, for students to develop the skills, experiences and qualifications necessary to achieve a career, they need to develop personal and interpersonal skills to learn first. We see this as pivotal for our young people to succeed, both academically, but also with the necessary skills to work with employers. In Year 7 and Year 8, our students will focus on developing the skills required to be successful learners in school - teamwork, resilience, self-confidence and organisation, amongst others. Such skills are transferable into the workplace and in a number of activities there will be explicit links made to using them in careers. Students will explore some of these skills, theoretically and practically (for example, through practical projects and team-based learning) across the curriculum as well as within their PSHE lessons. The latter will also include an introduction to finance and budgeting. Discrete lessons around the local labour market and progression pathways will be delivered by the Careers Team.

**Year 9 – Career Planning and Research.** This year focuses more explicitly on employability and skills for work. This will include developing student ideas around possible career paths and different job sectors that are available to them, particularly in the local labour market. Students will learn about the opportunities they have when they leave school and the legalities around what they can and cannot do. They will think about how to present themselves to future employers / providers and the importance of maintaining a positive image online. They will start to plan for their future, setting goals and targets as they approach KS4 and Work Experience. Most of this work will be completed within the PSHE programme with additional discrete provision. Skills work will also be developed with our Enterprise Partner, the Royal Navy and there will be opportunities to explore entrepreneurship with the Young Enterprise scheme. We recognise that many of our students do not start with us in Year 7 or 8 and for that reason, some groups may also explore some of the skills for learning covered in Year 7 or 8 as appropriate to the group and / or individual needs of students. All students in Year 9 will undertake lessons in a vocational area out of: Hairdressing, Construction, Motor Vehicle, Catering, Textiles and Sport (with experience of the others). Students will also select options for their KS4 programme of study.

**Year 10 – Employability Skills and Options at 16.** This year, students will undertake a significant proportion of their study in Vocational areas (Hairdressing, Construction, Motor Vehicle, Catering, Sport, Textiles). During this time, there will be practical, work-based learning, including opportunities to visit, and be visited by, employers. Within these lessons students will complete specific careers based lessons that are linked to their programme of study, including progression pathways, linked careers and opportunities in the Local Labour Market. Students will complete targeted work on careers within their PSHE programme, and across the curriculum (for example, looking at how to search effectively online). They will also work with the Royal Navy on a skills and mentorship programme, alongside other volunteers, including the Rotary Club. Students will have discrete input from the Careers Team on a wide range of careers including those in STEM and outside their own vocational pathway. Stereotypes around different jobs and careers will be addressed. The range of options post-16 will also be explored in more detail, including looking at post-18 options to raise aspirations of our cohort. All students will be supported to complete a period of Work Experience during this year. Specific focus will be given to support some of our more vulnerable students (including those with EHCPs or who are deemed as LAC/CP/CIN) into a work placement and via EHCP / PEP reviews. Some students, including those who struggle to engage with a school-based setting, will visit external work-based providers as part of their core curriculum.

**Year 11 – Decision Making and Implementing Plans.** As in Year 10, students will continue their studies in their vocational areas. They will reflect on their learning from their Work Experience placement and use this to plan for their next steps. As part of this, students will set goals for the future and make plans about how they will achieve this. This will include researching more closely into possible career paths and making more specific plans about how they will achieve their goals. They will also consider alternative / contingency options. Students will produce CVs and Personal Statements in PSHE as well as prepare for interviews. They will continue this through mock interview opportunities with the Royal Navy, or the Rotary, to prepare them for College / apprenticeship applications. All Year 11 will access IAG from our Career Link for a 1-2-1 interview and have the opportunity for further guidance and support. Students will use Logonmoveon to complete applications to



Further Education providers. Visits to and from FE providers will also be undertaken as well as opportunities to attend Careers Fairs. Vulnerable students will continue to be given further guidance and support.

### **Additional Careers Events**

**Barclays Lifeskills** – Some of the PSHE activities are part of the Barclays Lifeskills programme. The aim of the programme is to inspire young people to get the skills they need for a better future.

**Parent Review Days** – Opportunities to speak with Careers' staff will be available on a number of Parent Review Days. Some employers and providers will also be available to speak at these events.

**Careers in the Classroom** – Careers education is embedded into the vocational curriculum in particular. Subject teachers promote careers in their lessons and employers link in with subject leaders to support activities throughout the year.

**Employer Visits / Events** – employers are invited to the Academy to offer students advice on a range of careers throughout the year.

**STEM** – a range of activities take place promoting careers in science, technology, engineering and maths.

**Drop Down Days** - the Academy has a series of Personal Development drop down days during the year which will focus on themes such as skills development, enterprise and futures.

**Results Days** – the Academy's Careers Adviser is available on GCSE results days to offer advice and guidance to students. The Careers Adviser is also available during the Summer holidays for any student who needs advice and support.

## 5. Staffing and Roles

**Careers Leader:** Mrs C Boyton

Strong leadership ensures that students can overcome barriers to success and do what it takes to fulfil their potential. All staff at the Academy encourage students to be the best they can possibly be and help to raise the aspirations of students. All staff have a role to play in advising, supporting and guiding students.

The governors and senior leadership team ensures that the Academy meets its statutory requirements for the delivery of CEIAG.

**Mrs C Boyton** is the senior leader responsible for CEIAG at the Academy.

**Ms L Charles** (Connexions) and **Ms T Taylor** are both qualified, and independent, Careers Advisers who see students for careers guidance interviews and are also responsible for KS4 destinations.

Mrs Boyton is supported by Mrs Baker, a member of Aspire staff, who will work directly with all students in the Academy to support their Career pathway and identify those who need additional support. Mrs Baker also works with post-16 students to ensure they are well settled in their next provision. Mrs Baker is also a trained Career Leader.

**Mr K Rokyjcky** (Head of PSHE) is responsible for developing and co-ordinating the PSHE programme.

A Connexions Careers Adviser comes into the Academy on a regular basis to see students for careers guidance meetings. They also support students who are at risk of not participating and attend SEND meetings as required. Any student can request to see the Connexions Careers Advisers if they want to speak to an adviser who is independent from the Academy. This is a statutory requirement.

All staff at the Academy have a responsibility for the wellbeing of students and to give them appropriate support in particular Form Tutors, Subject Teachers and Student Liaison Officers.

## 6. Links with Employers and Providers

The Academy works closely with local employers, colleges and training providers. We have strong links with many organisations. We encourage all students to have high aspirations and consider a broad and exciting range of careers. We believe that real-life contacts are key in helping students understand the world of work and also understand where different choices can take them in the future.

*“Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future.” DfE Careers Strategy (Dec 2017)*

Year 10 students go on Work Experience for one week. This experience helps our students gain an insight into the world of work. Work experience gives a more realistic idea of the workplace. Work experience opens students' eyes to the realities of the workplace: the need to dress and behave in the expected way, to arrive punctually and follow instructions accurately. Following the Covid-19 pandemic, opportunities to undertake Work Experience have been more limited. The Academy will continue to explore alternative approaches, including virtual opportunities, to ensure students are able to experience this.

'Careers in the Classroom' - employers are invited into the Academy to link in with subject leaders and support lessons when required. Linking curriculum learning to careers boosts achievement as it helps students to see the importance of their subjects to future careers.

A policy statement regarding provider access can be found in Appendix 1.

## **7. Destinations and Evaluation**

There are many key performance indicators and one that measures the effectiveness of the Academy's careers and inspiration activity is the destinations of our students.

Destination measures show the percentage of students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 studies. Immediate destinations are compiled by the Academy with Hull City Council.

Sustained destinations are compiled by the Department for Education. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4 or 5.

All students are followed up when they leave the Academy to ensure they progress to a positive destination. Any student at risk of not participating in a positive post-16 destination or who may find the transition difficult are targeted for extra support and are closely monitored and followed up early by the Academy's Careers Adviser. Students will be seen as often as they need in order to support them to make the right choices for the future.

The Academy has a strong track record of success as demonstrated by its consistently outstanding destinations.

### **Year 11 Destinations**

Regular student evaluation takes place at the end of specific careers events. Evaluation methods include questionnaires, feedback forms and informal discussion. Work experience is evaluated by students completing a work experience diary. The evaluation results and destination data is used to inform, review and develop CEIAG to ensure it continues to meet the needs of all students.

Students, parent(s) or carer(s), teachers and employers have access to information about the careers programme as it is published on the Academy website.

This CEIAG Policy is evaluated on an annual basis by the Principal and the Career's Leader. The CEIAG programme is reviewed termly.

## **8. Involvement of Parent(s) / Carer(s)**

Parent(s) / carer(s) are welcome to attend their son or daughter's careers interview. Parent(s) / carer(s) have access to the Academy's Career's Staff at Parent Review Days, Results Days and can request a meeting with the CEIAG lead at any time.

## **9. Equality of Opportunity**

Careers and other relevant staff work closely with the SEN Team and Tutors to identify those who need extra support and who may find the transition difficult. The Connexions Careers Advisers can attend SEND meetings. All students who have an EHCP are seen on a regular basis in order to monitor and review their career plans. The Academy's Careers Adviser works closely with local providers to ensure a smooth transition. The CEIAG programme promotes equality of opportunity and inclusion by providing all learners with appropriate opportunities. The Academy is committed to challenging stereotypical views which create barriers to learning and work.

## **Appendix 1: Policy statement on provider access**

### **Introduction**

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

### **Student entitlement**

All students in years 8-11 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 the Academy's Career Leader, Mrs C Boyton.

**Telephone:** 01482 318789

**Address:** Aspire Academy, 351 Annandale Road, Hull, HU9 5DE

### **Opportunities for access**

Upon contacting our Careers Officer, we can arrange a suitable time and date for you to come into the school to meet with pupils and/or parents/carers. The school calendar varies from year to year so providers will need to contact the Academy's Careers Leader, at the earliest opportunity, to identify the most suitable date and time. Providers will be expected to meet the school's safeguarding requirements.

### **Premises and facilities**

The Academy will make classrooms, private meeting rooms or larger spaces available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature to be placed in the Library where students can access these resources. Please contact the Careers Leader