



Manchester Academy

The best in everyone™

Part of United Learning

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

2016 – 2017

For Office Use Only

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Manchester Academy supports all students in their education and develops knowledge and understanding that supports students to make progress towards their post-16 learning and employment goals.



We recognise that an effective CEIAG programme is vital to developing and enabling aspirational, realistic and informed decisions about future employment and educational options.

Introduction

Rationale for Careers Education and Guidance

In 2011, the [Education Act](#) placed a statutory duty on schools to ensure that all pupils have access to independent and impartial careers guidance for all pupils. In the context of this duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

Careers guidance secured under the duty must include information on:

- Post-14: GCSE options. Including opportunities for 14-year-old enrolment at local colleges.
- Post-16: Education or training options. Including A-levels, Advanced general qualifications, Apprenticeships, employment with training, supported internships, tech levels and Traineeships.
- Post-18: Further education courses, higher Apprenticeships, undergraduate Degrees.

In March 2015, the [Department for Education](#) published statutory guidance on how this should be implemented to which schools must have regard in carrying out the new duty. Manchester Academy endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time.

The aim of CEIAG at Manchester Academy is to help ensure that every young person has raised aspirations, they develop skills, behaviours and characteristics that will underpin success in education and employment. Manchester Academy aims to promote the best interests of the pupils by broadening horizons and empowering students with information on all options available to them to allow them to make informed realistic decisions at all key transition points in learning and work.

The Role of the Careers Team

The role of the careers team at Manchester Academy is to secure independent careers guidance for all year 8-11 pupils. The careers team aim to assist young people's career learning, planning and development by leading and managing the development of Careers Education, Information, Advice and Guidance (CEIAG) in school.

The intention is to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. The careers team aims to help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

The careers team advises and facilitates the contribution of colleagues, students and partners, develops the careers programme, organises resources and ensures that students have access to impartial IAG within

school and independently. The careers team works with local authority and business partners to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

The school is currently working towards the [Inspiring IAG award](#).

Definitions

Advice and Guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. ([DfE statutory guidance 2014](#))

Independent “is defined as external to the school” ([DfE statutory guidance 2014](#)). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.

Impartial “is defined as showing no bias or favouritism towards a particular education or work option” ([DfE statutory guidance 2014](#)).

Promote the best interests of the pupils to whom it is given is interpreted in this School to include a requirement that advice must not limit reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+ or 18+ placements.

Role of the School

Manchester Academy views changes in guidance as an opportunity to commission a service better tailored to the needs of pupils. [U-Explore](#) has been identified as a provider with the flexibility to meet the needs of our school population and able to assist with a planned programme of Careers Advice and Guidance (CEIAG).

The school has secured an independent careers advisor to help ensure that independent and impartial careers information, advice and guidance is provided to which all students have access to. In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the School deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School’s own careers staff, where information will also be given in an impartial way.

The school will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority.

With strong links to outside agencies including education and training providers such as higher education institutions, FE colleges, apprenticeship providers, national corporations, local businesses, mentors, coaches, alumni and local community groups (amongst others), Manchester Academy contribute to:

- Increasing motivation and raising aspirations – supporting young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working



- Identifying and developing skills and attributes that are relevant for employment and effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Providing advice and access to a network with sustained and varied employer contact
- Highlight and raise awareness of current GCSE grading requirements
- Demonstrate the link between STEM subjects (amongst others) and a diverse range of career opportunities
- Offer the opportunity to develop entrepreneurial skills with consideration for self-employment
- Ensure pupils are appropriately supported to make informed choices about education and employment (including apprenticeships)
- Motivating pupils to think beyond immediate experiences
- Challenge stereotypes and preconceived ideas about jobs, while raising awareness
- Raise awareness of the current labour market and opportunities available
- Help to link curriculum subjects to employment

The careers work at Manchester Academy also supports and develops strategies for personal learning and thinking by inspiring young people to:

- Develop risk management, decision making, team building and problem solving skills.
- Build self-confidence, self-reliance, goal setting, resilience and grit.
- Promoting positive and informed attitudes to learning
- Improving progression
- Reducing NEET figures
- Raising awareness of new pathways

Through a combination of methods, Manchester Academy delivers an innovative careers education programme. This includes:

- Aspirations questionnaire supports the delivery of a tailored careers education programme throughout the academic year.
- Destinations – A Level / Vocational / Colleges / Apprenticeships / Traineeships
- Subject career path intro lessons
- U-Explore
- Careers guidance – one to one with a level 6 CEIAG qualified external provider.
- Sector drop weeks
- Work experience placements - Opportunity to experience the world of work.
- 1-2-1 interviews delivered through a combination of one to one careers guidance sessions from a Level 6 CEIAG trained External provider and the Employability team.
- Parental information evenings
- Drop in sessions daily for all students
- The careers resource centre includes up to date and comprehensive information about opportunities in Education, Training and Employment.
- In-house events including: College fairs, Apprenticeship Awareness events, Guest speakers, Visits, Open days, mentoring programmes
- Assemblies



- College Talks and bespoke sessions
- Visits to colleges, universities and workplaces.
- Support for the processes of preparing effective CVs, personal statements, application forms, interview and presentation skills and individual action planning.
- Careers initiatives, Broadcasts and use of the Electronic Message Board.
- Careers student Ambassadors
- Displays (both digital & non-digital) around the Academy highlight and ensure all students are aware of their careers entitlement.
- Drop in interview practice
- Results day support stand
- Destination tracking
- Personal statement writing sessions and support
- Application form writing sessions and support
- Mock interview days
- Careers employer networking events
- Additional support during key transitional stages
- School website

Information Advice and Guidance

Statutory duty requires Manchester Academy to secure impartial IAG for students in year 8 – 13 and also provide access to independent IAG. Through the contracting of an external level 6 qualified CEIAG provider, Manchester Academy meets this requirement.

The aim of Manchester Academy is to provide students with a range of good quality, up to date, impartial IAG on post 16 opportunities. The school has a software license for U-Explore, an on-line CEIAG tool which informs and inspires young people about the world of work. This supports the whole-school delivery of CEIAG and requirements for the statutory duty for careers guidance. All of our students, staff and parents/carers can access independent, impartial CEIAG allowing for career research to take place remotely.

Links with Other Policies

The CEIAG policy is underpinned by and supports a range of key school policies especially those for the curriculum, teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, work related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and children with SEN.

Objectives

A 'skills for employability' has been adopted across the school which is designed to meet the needs of students, employer's, colleges, apprenticeship providers and universities. The school aims to appreciate the challenges faced by employers employing young people through collaborative sharing of skills, knowledge and vision. This will link with [LMI \(Labour Market Information\)](#).

Manchester Academy works with employers to understand the employers' approach to human resources so that we can proactively boost the employability competencies and job prospects of our young people. A



differentiated, personalised programme will help to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.



Implementation

Management

There is an Assistant Head Teacher with responsibility for the careers area. Careers are supported by an identified link governor. The facilitation and promotion of the careers programme is done by the Employability team.

There is a contribution to CEIAG through from staff through their roles as tutors and subject teachers. Specialist sessions are designed and / or delivered by the Employability team. The CEIAG programme is planned, monitored and evaluated by the Employability team in consultation with the Assistant Head teacher with responsibility for this area. Information on careers is available in the employability room, in the main school library and on-line on the school website and remotely via U-Explore. The school additionally promotes the [National Careers website](#)/[National Apprenticeship service](#) and [Plotr](#).

Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews with an external level 6 IAG provider and the Employability team) information and research activities, work-related learning. Employability and careers projects through years 7 – 13 are actively encouraged. Careers lessons and activities are part of the school's careers programme. Other focused events can take place during key national events such as [National Careers Week](#) and National Apprenticeship week.

Assessment and Accreditation

The intended career learning outcomes for students are based on the National Framework and are assessed using Assessment for Learning (AFL) techniques. The school is also working towards Inspiring IAG accreditation.

Partnerships

An annual Partnership Agreement is negotiated between the school and U-Explore which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local 14 – 19 partners.

Resources

The Employability team is responsible for effective deployment of resources that are allocated to the CEIAG area in the annual budget.

Staff Development

Staff training needs are identified and appropriate training follows. The aim is that the individuals impart their knowledge and help their individual department learn the new knowledge relevant to ensure that career work can be incorporated within the curriculum, allowing every subject to develop career maturity.



Funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.



Monitoring, Review and Evaluation

The programme is reviewed annually by the Employability team and the Assistant Head Teacher with responsibility for this area. Careers work is constantly being promoted and relies on the teaching staff to be implemented successfully.

Documentation is developed measuring the impact of individual activities and programmes. From this, a report is available to the Senior Leadership Team and governors. Action research evaluation of different aspects of CEIAG is undertaken regularly in line with the OFSTED framework and assessment criteria.

