



Manchester Academy

The best in everyone™

Part of United Learning

Manchester Academy
Careers, Education, Information,
Advice and Guidance Policy (CEIAG)

2018-2019

POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Updated for academic year 2018-19

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. The Academy also supports students making the transition from Key Stage 3 to Key Stage 4 as they make informed decisions over option programmes based on prior attainment and career aspiration.

Manchester Academy recognises 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.

Manchester Academy aims to meet the statutory requirements as set out in the 2018 DFE document:

Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (2018)

By meeting the requirements of this statutory guidance, Manchester Academy will fulfil the Government's careers strategy, published on 4 December 2017, which, as a long term plan, aims to build a world class careers system that will help young people choose the career that is right for them.

Within the document: Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (2018), a number of requirements are laid out as minimum performance measures for schools. These are referred to as the 'Gatsby Benchmarks,' of which there are eight in total. All 'Gatsby Benchmark'

criteria must be met by all schools by the end of 2020 and Manchester Academy is currently involved in an audit process to assess current performance against the benchmarks.

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.

Roles within Manchester Academy

A variety of groups and individuals have responsibility for various aspects of the delivery of the 'Gatsby Benchmarks.'

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 and becoming NEET (Not in Employment, Education or Training) post-16.

Statutory duties which must be performed by the Academy are:

1. **Section 42A of the Education Act 1997** requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance¹⁴ from year 8 (12-13 year olds) to year 11.

2. 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;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all 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 13 for the purpose of informing them about approved technical education qualifications¹⁵ or apprenticeships¹⁶.

4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:

- any procedural requirement in relation to requests for access;
- grounds for granting and refusing requests for access;
- details of premises or facilities to be provided to a person who is given access.

5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.

6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published

To support the Academy in delivering the 'Gatsby Benchmarks,' the Governing Body has additional duties:

What is the governing body expected to do?

7. The governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

8. The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to

ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

9. The governance handbook provides information on governors' other legal duties.

The Academy strives to meet all of the responsibilities expected of them as detailed in the 2018 DfE statutory guidance and expects to meet all eight 'Gatsby Benchmark' performance measures in advance of the end of 2020.

The Academy will address the new requirement to publish information about the careers programme by publishing the following information on the Academy Web-site:

- The name, email address and telephone number of the school's Careers Leader
- A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- How the school measures and assesses the impact of the careers programme on pupils
- The date of the school's next review of the information published

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.

Management

The area of 'Employability' is in a period of transition. Presently, the team is managed by a Vice Principal who has 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. This includes members of the Year 11 Tutor and Pastoral Team, made up of the Year Director and Pastoral Support Leader.

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.

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 – 11 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.

Access to the DFE Statutory Guidance (2018) can be gained by following the link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf