



# Broadway Academy Trust Policies

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

**Approved by: Deep Academics Committee**

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## **1. Introduction**

### **Rationale**

- 1.1 A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 13-19 pathways that are right for them and to be able to manage their careers, learning and sustain employability throughout their lives.

### **Development**

- 1.2 This policy was developed and is reviewed regularly in discussion with teaching and pastoral staff, students, parents, governors and advisory staff. Broadway Academy Trust is proud to have achieved the Careers Quality Mark which clearly demonstrates our commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled, which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the Careers Education, Information, Advice and Guidance (CEIAG) and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, leaders and school staff (January 2018); as well as guidelines from Ofsted, the Career Development Institute(CDI) and the Gatsby benchmarks for good career guidance.
- Working in partnership to ensure all students access education, employment or training at the relevant transition points.

### **Links with other policies**

- 1.3 The policy for CEIAG supports, and is itself underpinned, by a range of key Academy policies; especially those for teaching and learning, assessment, equal opportunities, inclusion, pupil premium, more able, education of children in public care and special needs.

## **2. Aims and Objectives**

### **Aims**

- 2.1 CEIAG at Broadway Academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:
- Developing yourself through careers, employability and enterprise education.
  - Learning about careers and the world of work.

- Developing your career management and employability skills.

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers.

### **Student Entitlement**

2.2 Broadway Academy is committed to providing a high quality, planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7-11. Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum while the programme will promote equality of opportunity, inclusion and anti-racism.

2.3 Broadway Academy have strong established partnerships with a variety of employers and education partners who we work closely with throughout the year to provide opportunities for development.

Students from year 7-13 should:

- Learn about themselves and the influences on them.
- Develop an understanding of their own abilities and values.
- Develop decision making skills.
- Develop an understanding of the world of work, wealth-creation and enterprise.
- Develop the skills, attitudes, attributes and achievements for a successful transition from school, college, or apprenticeship scheme to life as an independent adult.
- Develop skills to use and research careers information
- Develop the skills for applying to higher education and further education, providing appropriate advice and guidance.
- Learn about the world of work, labour market and where possible, experience the world of work that are relevant to their ambitions.

### **Parents**

2.4 Parental involvement is encouraged at all stages. Broadway Academy recognises that parents/carers remain the biggest influence on a young person's career choices and as such, we offer parents help and guidance at critical stages in the students' time with us. Each parent is given access to the unifrog programme and the Academy website to support them in meeting their child's needs as well as access to the careers advisor during parents' evenings and result days.

### **Assessment**

2.5 At Broadway Academy we use the framework for CEIAG Quality Award to inform Assessment, Implementation, Planning and Review of our programmes. Assessment is carried out through;

- Student questionnaires/student focus groups.
- Feedback in class and tutorials.
- Discussion at department meetings.
- Feedback at internal CEIAG Network meetings.

- Local post 16 providers and parents.
- Assessment tools used within Academy
- Careers compass.
- Unifrog participation logs and progress.

### **3. Implementation**

#### **Management**

- 3.1 An allocated Assistant Headteacher who is a member of the SLT co-ordinates the careers programme working closely with Pastoral Managers and is responsible to the Headteacher. They also work closely with the Academy's Careers and Pathways Officer. This area is supported by all governors.

#### **Staff Development**

- 3.2 Staff training and CPD needs are met through INSET, a structured CPD programme, staff team briefings, the Academy bulletin, newsletters, internal and external meetings, memos, mentoring and coaching activities, staff training, conferences and workshops.

#### **The Curriculum**

- 3.3 The careers programme is designed to meet the needs of students at Broadway Academy; it is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. All staff contribute to CEIAG through their roles as coaches/mentors/subject teachers/personal tutors.

At Key Stage 3 all students:

- Receive information about careers pathways as part of the PDP curriculum
- Are given access and training to unifrog, a careers platform where students can investigate career opportunities available to them
- Receive information through inspirational assemblies
- Participate in STEM events i.e. Big Bang
- Receive and complete personal careers booklets
- Produce a CV, log their competencies and complete career searches
- Attend trips and workshops i.e. Army, Navy, Medical Mavericks, University settings
- Attend transition events and careers fairs

At Key Stage 4 all students:

- Receive information about careers pathways as part of the PDP curriculum
- Are given access and training to unifrog, a careers platform where students can investigate career opportunities available to them
- Receive information through inspirational assemblies
- Participate in STEM events i.e. Skills show
- Receive and complete personal careers booklets
- Produce a CV, log their competencies and complete career/college searches

- Attend trips and workshops i.e. Army, Navy, Medical Mavericks, University/College settings
- Attend transition events and careers fairs
- Opportunities to do work experience
- Have career interviews

All Key Stage 5 students:

- Get the opportunity to do work experience
- Receive information through inspirational and guest speaker assemblies
- Attend a University setting
- Have the opportunity to do master classes
- Attend planning for the future sessions at Aston University
- Have career interviews
- Attend taster days
- Receive UCAS support

### **Work experience**

- 3.4 Work experience is an integral part of the CEIAG programme and is implemented by the Careers and Pathways officer who works closely with tutors, Student Support Managers (SSMs) and Student Support Assistants (SSAs). Currently, work experience is compulsory for all Year 12 students while opportunities are also presented lower down the school.

### **Monitoring, Review and Evaluation**

- 3.5 This takes place through normal quality assurance procedures including:
- Learning observations and learning walks
  - Regular meetings with the careers team
  - Student voice/student questionnaires
  - Evaluation of work experience placements.
  - External evaluation by Quality Mark, OFSTED
  - Internal evaluation of provision through mapping Quality Standards/ Statutory principles against the Academy SEF
  - Review of the Academy's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools

### **Equal Opportunities**

- 3.6 The careers programme supports the Academy Equal Opportunities Policy and endeavours to implement it in the following ways:
- Careful selection of posters and display material
  - By encouraging all students to prepare to support themselves financially
  - By encouraging all students to consider all options including non-traditional careers/roles
  - By avoiding the use of one gender and gender specific job titles, e.g. using he/she; son/daughter; waiter/waitress
  - By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons
  - By not arranging and discouraging separate sex groups for group work
  - Equal access to information for all students of all abilities

We recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

### **Resources**

- 3.7 Funding is allocated in the annual academy budget planning round in the context of whole academy priorities and particular needs within CEIAG.
- Careers information and resources are located in the Careers room, which contains up-to-date, impartial information presented in a variety of media. This is reviewed and renewed on a regular basis by the Careers Coordinator.
  - Academy noticeboards are designed to ensure students are thinking about aspirational careers choices and are aware of the different pathways open to them.
  - Resources are provided to be delivered via Tutor Time.
  - Unifrog is accessible 24 hours a day for students wishing to investigate their options.

### **Management of provider access requests**

- 3.8 As part of Broadway Academy's commitment to informing our students of the full range of learning and training routes on offer to them, we are happy to consider requests from training, vocational education and apprenticeship providers to speak to students and will also approach these partners ourselves when planning organising key careers events throughout the year.

In the first instance, providers wishing to speak with students should consult with us about their input at our main events throughout the school year.

These events provide ample opportunities to speak to students and parents both individually and in groups to offer information on vocational, technical and apprenticeship routes. These are usually held in the school hall. Timings, facilities, parking and registration details are emailed to exhibitors in good time before the event.

Enquires about these events can be made to the Academy's CEIAG lead using the email address: [enquiry@broadway-academy.co.uk](mailto:enquiry@broadway-academy.co.uk)