

Sawston Village College

Policy and Procedure for Careers Education, Information, Advice and Guidance



Sawston
Village College

1. Introduction

- 1.1. All pupils have the right to timely, up to date and relevant careers information, advice and guidance (CEIAG). This will be presented to pupils in a way that is engaging, informative, inclusive, challenges stereotypes and allows for multiple opportunities to engage with external employers, as well as post-16 and higher education providers. The Governing Body recognises its role in ensuring the school is meeting its responsibilities with regards to careers education, information, advice and guidance.
- 1.2. It is the responsibility of the Careers Lead, supported by the post-16 coordinator, to oversee the CEIAG programme and to make sure that it is effective in supporting pupils to take their best next steps in education and/or employment.
- 1.3. The CEIAG programme will be informed by the latest local labour market information and guidance on what makes for an effective CEIAG programme. In particular, the programme and its continuous development will be informed by the Gatsby Benchmarks for what constitutes effective careers education. This includes: providing a stable careers programme; learning from career and labour market information; addressing the needs of each pupil; linking curriculum learning to careers; allowing for encounters with employers and employees; workplace experience; providing encounters with further and higher education and providing personal guidance.
- 1.4. The College will also publish on its website a policy statement for provider fair access. This policy statement will set out the College's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the providers' education or training offers. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 1.5. The College will clearly communicate its approach to CEIAG to pupils, parents, staff and other interested stakeholders through a dedicated page on the College website. This will include this policy, the provider fair access policy, an overview of the CEIAG programme and useful links to websites and presentations to support and inspire pupils.
- 1.6. The College will also work in partnership with other bodies, such as the Careers and Enterprise Company and Form the Future to ensure that it is providing an effective careers programme. This includes by taking part in the Enterprise Adviser Network, ensuring that high quality, independent advice is given to the College to continuously improve its provision.

2. Meeting the Gatsby Benchmarks

- 2.1. The College has a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. An overview of the careers programme is published on the college's website in a way that enables pupils, parents, College staff and employers to access and understand it. The programme is regularly evaluated with feedback from multiple stakeholders. The effectiveness of our CEIAG provision at the College is regularly monitored by senior management as well as by the governing body. The link governor for CEIAG visits the College on a bi-annual basis to review effectiveness against the Gatsby benchmarks and using the guidance for governing bodies given by the department for Education. The College also completes the Compass tool provided by the Careers and Enterprise Company to assess the Careers Provision.
- 2.2. The College is committed to giving every pupil an opportunity to access good quality information about future study options and labour market opportunities. This is achieved using multiple opportunities to engage with employers, employees and further education providers, both face to face and virtually. This is also supported by labour market information provided by organisations such as Form the Future and by referring pupils and parents to relevant and up to date websites to explore further study options and labour market trends. The College also uses multiple methods for communicating opportunities to pupils and parents including through displays, the library, bulletin messages during mentor time, plasma screen announcements and pupil and parent emails.
- 2.3. Staff at the College understand that young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. The College's careers programme will embed equality and diversity considerations throughout and challenge stereotypes, as well as raise aspirations. The College will strive to make sure that all pupils have access to independent Careers Guidance from a qualified careers adviser. Records will be kept of advice given and pupils will have access to these records. The College will seek to ensure that all pupils find appropriate destinations for further education, employment or training and will aim to keep records of these destinations. The College will ensure that SEND and disadvantaged pupils are well supported and that looked after and previously looked after children are given strong support, particularly on the approach to the post-16 process to ensure that post-16 routes are appropriately aspirational and a strong match. All pupils will be given detailed support and guidance in order that they can make successful applications for their preferred post-16 education and/or employment routes and courses. For post-16 destinations in the Cambridge Area Partnership (CAP) applications will be completed using www.mychoice16.co.uk. For pupils who may not have a clear progression to employment or post-16 education, Senior Transition Advisors (STAs) will be used to provide additional support and guidance.
- 2.4. All subject areas in the College will look for opportunities to link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff aim to highlight the relevance of STEM subjects for a wide range of career paths. Study programmes will also reflect the importance of Maths and English as a key expectation from employers. All subject leads aim to be able to point to key lessons, schemes of lessons and activities within their subject where the curriculum is linked to careers. The subject curriculum will be supported by

CEIAG lessons, PSHE days, assemblies, collapsed mornings, external events and employer engagement opportunities that aim to cement the links between curriculum and careers.

- 2.5. Every pupil will be given multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace, both virtually and through face to face events. This will be delivered through a range of enrichment activities including assemblies, collapsed days, visiting speakers, careers fairs, careers carousels, interview events, enterprise days, higher education events, educational visits and information evenings.
- 2.6. Staff at the College will strive to ensure that every pupil has first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks. All pupils at Sawston Village College will have the opportunity to undertake two weeks of face to face work experience during year 10, as long as Covid 19 restrictions allow. Where this is not possible, alternative virtual work experience opportunities will be considered where appropriate.
- 2.7. We aim to make sure that all pupils understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace. During their time at the College, all pupils will have access to appropriate information about all of the routes available to them including: Apprenticeships, Higher Education, A level study, Technical qualifications, Vocational study and employment opportunities. The College will fulfil its legal duty for schools and academies to allow access to providers of technical education and apprenticeships (the 'Baker Clause').
- 2.8. Every pupil will have opportunities for guidance interviews with a level 6 qualified careers adviser on request or where it is identified by College staff that a guidance interview is needed. The College is committed to ensuring that all disadvantaged pupils will have access to at least one careers interview at a significant time when study or career choices are being made. All pupils, accompanied by parents, will also have access to a guidance interview with a member of the Senior Leadership Team to support them with the choices that they make during the options process.

3. Further Information about the CEIAG programme

- 3.1. Further information about the College's CEIAG programme can be found on the College website: www.sawstonvc.org under curriculum/careers education, advice and guidance. The site includes an overview of the main activities taking place in the CEIAG calendar, a copy of the provider fair access policy, contact details for the Careers Lead, key information evening presentations and links to useful websites for pupils and parents.
- 3.2. The 'At a Glance CEIAG guide' attached as appendix 1 also gives a summary of the main events in the CEIAG calendar.

Policy approved by the Local Governing Body on 29 March 2022

Review: Spring 2025

Appendix A

Careers Education, Information, Advice and Guidance At a Glance Guide

All pupils in the college follow our Careers Education, Information, Advice and Guidance (CEIAG) programme. Taught through the core curriculum, dedicated CEIAG lessons, PSHE days, assemblies, mentor periods, collapsed mornings and external events, CEIAG aims to give pupils and parents high quality information about future study options and labour market opportunities, as well as making explicit the links between subjects and future career pathways. Central to the success of the programme are multiple opportunities for pupils to engage with employers and representatives of Post-16 and Higher Education centres, as well as first-hand experience of the work place. The CEIAG programme is tailored to the specific needs of pupils or cohorts and also to the stage they have reached in their education and aims to meet the requirements of the Gatsby benchmarks for a strong and stable careers programme.

