



Careers Education, Information, Advice & Guidance Policy

Issue Date	September 2024
Owner	Careers Leader – Gemma Bevan
Audience	All Abbey School Stakeholders
Confidentiality	Low

Approval

Approved By	Meeting Date	Next Review
Senior Leadership Team	September 2025	September 2026

Careers Education, Information, Advice & Guidance Policy

Policy Statement

Scope

1. This policy relates to:
 - All students currently attending The Abbey School
 - Parents/guardians
 - Employers
 - FE, HE and Apprenticeship providers
 - Senior Leadership and School Governors
 - All staff involved in the delivery of careers guidance, teaching, enterprise, work experience and employability

Background and context of the policy

2. All secondary schools are obliged to provide their students with information in relation to career education and opportunities in line with The Gatsby Charitable Foundation's Benchmarks (Appendix A).

Policy Statement

3. The Abbey School aims to provide inspirational CEIAG that offers students external perspectives beyond school, raising ambitions and overcoming barriers to success. A stable careers advice programme will be structured and delivered by individuals with the right skills and experience allowing students to choose the career or future learning opportunity which is right for them.
4. The school will use the Gatsby Benchmarks and the Compass online self-evaluation tool to assess, develop and improve its careers provision. The school will continue to offer independent CEIAG by working with CXK, continue to develop relationships with local and national employers and will also make use of The Careers & Enterprise Company and our allocated Enterprise Advisor to move forward.
 - All students attending The Abbey School are entitled to make use of the CEIAG provision.
 - All students in Years 11 and 12 will have access to one-to-one Careers support with our CXK Careers Advisor, use of the Careers Hub and access to the careers area on the virtual learning environment.
 - All students in Year 10 and 12 will undergo work experience and have access to up to date Labour Market Information.
5. Students are encouraged to take ownership of their own CEIAG and are encouraged to contact Mrs Priestley to organise specific support if appropriate. The information for how to make contact with the careers team will be promoted through the Career assemblies that are delivered by Mr Forrest and Mrs Priestley for each year group. A Student Careers Entitlement Statement (Appendix B) will be available and updated as necessary.

6. Additional provision will be provided by the school for those students with special education needs or disabilities (SEND).
7. The Pastoral Support will supplement the Careers timeline and events.

Responsibilities and Accountabilities

8. The following roles and responsibilities are allocated:

Senior Leadership – Assistant Principal – Mrs Le Brunn-Healey

9. The Assistant Principal will contribute to the delivery of this policy through:
 - Fulfilling the statutory duties of the school regarding the provision of impartial careers guidance, ensuring that information on the full range of education and training options is offered to all students.
 - Supporting the Careers Leader who will work with the Heads of Learning, Heads of Years and Pastoral Support to ensure an integrated approach to CEIAG planning and delivery.
 - Approving the school programme of CEIAG and quality assure all aspects of delivery.

Careers Leader – Head of Business – Mrs Bevan

10. The Careers Leader will contribute to the delivery of this policy through:
 - Lead the team providing career guidance, advising senior leadership on policy and strategy while ensuring compliance with requirements.
 - Work with the curriculum and pastoral teams to link their teaching to careers and lead the development of a stable careers programme.
 - Monitor delivery of the Gatsby Benchmarks across the school and support the CPD of all staff responsible for delivering CEIAG.
 - The Careers Leader has completed the Careers Leadership programme delivered by Canterbury Christ Church University College.

Work Experience and Careers Support Officer – Mrs Priestley

11.
 - Supporting the Careers Leader including co-ordinating careers events and making sure students have suitable work placements.
 - Work with the Careers Leader to link teaching to careers and contribute to the development and delivery of a stable careers programme.
 - Support the Careers Leader to embed careers learning in each year group as per the agreed timeline. (Appendix D)
 - Ensure careers related information is up to date within the Careers Hub
 - Working with form tutors to identify vulnerable students who may need additional support in relation to the planning of their career/future learning.
 - Enable students to access appropriate work experience placements which are relevant to the student's career aspirations.

**12. The Careers Education & Guidance Team
(Mrs Bevan and Mrs Priestley)**

The Careers Education & Guidance Team will contribute to the delivery of this policy through the provision of:

- Accessible, appropriate and impartial 1-1 careers guidance interviews with CXK generating clear and concise action plans.
- Signposting to external agencies where appropriate and where specialist further help is needed.
- Ensuring that up to date Labour Market Information is available for students in a variety of accessible formats.
- Supporting with the delivery of employability lessons during form time.
- Providing support with applying for Sixth Form, College, UCAS Applications and employability related activities such as creating a high quality CV and developing interview skills ('The Big Interview' – Year 11)
- Ensuring that a range of whole school activities are provided for the students such as Industry Specific Careers Fairs, Apprenticeship Workshops, HE and UCAS information events.
- Providing targeted support to all students unsure of their next step after Year 11 and Year 13.
- Providing specific support for SEND students.

Heads of Learning

13. Heads of Learning will contribute to the delivery of this policy through:

- Work with the careers guidance team to link teaching to careers and contribute to the development and delivery of a stable careers programme.
- Embed careers learning in each subject area including have an up to date careers board on display and arranging guest speakers from industry.
- Know where to access careers related information within the school.
- Identify vulnerable students who may need additional support in relation to the planning of their career/future learning and ensure that they are given access to the careers guidance team.
- Support students who are applying for Sixth form, College or University through UCAS by providing them with a reference, ensuring the accuracy of the qualifications inputted and the grades attained on their course (including additional qualifications and GCSE/Functional Skills resits) and providing predicted grades for the UCAS form where needed.

Form Tutors

14. Form Tutors will contribute to the delivery of this policy through:

- Work with the careers guidance team to link delivery of pastoral support to careers and contribute to the development and delivery of a stable careers programme.
- Deliver the employability skills (Skills Builder) programme during tutor time.
- Promote career events to form groups.
- Know where to access careers related information within the school.

- Identify vulnerable students who may need additional support in relation to the planning of their career/future learning and ensure that they are given access to the careers guidance team.
- Support students who are applying for Sixth form, College or University

15 School Responsibilities

15.1 The school has a series of statutory duties:

15.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11

15.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

15.1.3 This advice must cover a range of education or training options

15.1.4 This guidance must be in the best interests of the pupil

15.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

15.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils (Appendix C). This policy and these arrangements must be published

15.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix A.

15.3 The Abbey School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

15.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

16 Governor Responsibilities

16.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

16.1.1 based on the eight Gatsby Benchmarks

16.1.2 Meeting the school's legal requirements

16.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

16.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

17 Objectives

17.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

17.1.1 To ensure that all students at the school receive a stable careers programme

17.1.2 To enable all students to learn from information provided by the career and labour market

17.1.3 The CEIAG programme should be individual and address the needs of each student

17.1.4 To link the curriculum learning to careers learning

17.1.5 To provide students with a series of encounters with employers and employees

17.1.6 To provide students with experiences of workplace(s)

17.1.7 To ensure that students have a series of encounters with further and higher education

17.1.8 To provide each student with the opportunity to receive personal guidance

18 Provider Access

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

18.2 All pupils in years 7-13 are entitled:

18.2.1 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;

18.2.2 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;

18.2.3 To understand how to make applications for the full range of academic and technical courses.

18.3 Appendix C shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

18.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

19 Monitoring, Evaluation and Review

19.1 The Headteacher will ensure that:

19.1.1 The work of the Careers Advisor and CEIAG events are supported and monitored

19.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

19.2 The effectiveness of this policy will be measured in a variety of ways:

19.2.1 Feedback from stakeholders through mechanisms such as student and parent survey

19.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

19.2.3 The operation of the CEIAG policy within The Abbey School will be reviewed by the Careers Leader at the end of each academic year and recommendations will be discussed with the Deputy Head Teacher.

19.2.4 Information in relation to the effectiveness of the school's CEIAG will be collected from student feedback (following both group and one-to-one interventions), student destinations, audits and any other appropriate assessment tool as deemed necessary by the Careers Leader.

Linked Policies/Documents

This policy should be read and considered in conjunction with the following external policies and documents:

External

- Gatsby Charitable Foundation Benchmarks
- Ofsted Common Inspection Framework (2019)
- DfE Careers Guidance for secondary schools

The Gatsby Benchmarks Appendix A

<p>1. A stable careers programme</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>	<p>D Every school should have 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.</p> <p>D The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>D The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</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 adviser to make best use of available information.</p>	<p>D By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>D Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality</p>	<p>D A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>D Schools should keep systematic records of the individual advice given</p>

	and diversity considerations throughout.	to each pupil, and subsequent agreed decisions. D All pupils should have access to these records to support their career development. D Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	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.	D By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	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.	D Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	D 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. D By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

<p>7.Encounters with further and higher education</p>	<p>All students should 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.</p>	<p>D 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.</p> <p>D By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8.Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>D 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.</p>

Appendix B:

Student Careers Entitlement

The Abbey School's Careers Guidance and Education Team aims to provide independent, impartial and inspirational Careers Education, Information, Advice and Guidance (CEIAG) that offers students external perspectives beyond school, raising their ambitions and enabling them to overcome barriers to success.

All students will receive the following:

- Induction assemblies which will make each student aware of the CEIAG opportunities available at the school; including the online resources accessible via the virtual learning environment, the location of the Careers Hub in Business and the identity of the Careers Guidance Team (Careers Leader and Work Experience and Careers Support Officer).
- A CEIAG/employability tutorial programme incorporating Skills Builder and Start Profile resources delivered by Form Tutors once a week.
- Access to high quality work experience relevant to their chosen career path.
- Access to relevant careers events such as Industry Specific Careers Fairs, Apprenticeship Events and UCAS and Higher Education Information Events. (Appendix C)
- Access to a one-to-one impartial careers guidance interview in Year 10 and 12. This careers guidance interview will be with an impartial careers professional from CXK who can offer support in the following areas – employment information, UCAS applications, Interview Skills, Searching for a job/apprenticeship, Creating a CV, Writing a personal statement, Volunteering and General careers guidance.
- After attending a guidance interview the students will receive a personal action plan with SMART (specific, measurable, achievable, realistic and time driven) career and educational goals.

As a result of the CEIAG programme students will be able to:

- Understand the importance of developing personal skills and be aware of their own strengths, weaknesses and barriers, with a view to building on strengths, improving weaknesses and finding possible solutions to barriers through tutorial support, self-evaluations and guidance from careers professionals.
- Define the range of options and opportunities available at the end of their school life and understand what is required in order to pursue these opportunities through effective labour market information and careers guidance intervention.
- Complete course applications, job applications and write a CV to a high standard according to their industry requirements.
- Investigate programmes of further study and progression routes within their chosen field and make informed career decisions based on current and specific labour market information.
- Understand and appreciate the value of work experience and how this can support their progression into employment or further study.

Appendix C

Application for Provider Access

Introduction

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

Pupil entitlement

All pupils in years 7-13 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 Procedure

A provider wishing to request access should contact The Abbey School

Telephone: 01795 532633

Email: spriestley@abbeyschoolfaversham.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Road Map which can be seen on the school website.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Appendix D: Careers Road Map

	Learning Aim	Month
Year 7	Understanding the importance of employability skills (Employability Day)	April
Year 7	Develop an understanding of Higher Education (Build a university Day,UKC)	July
Year 8	Be able to interpret Labour Market Information (CXK Assembly)	February
Year 8	Be able to make important decisions (Choices Workshops and Options Evening)	March
Year 8	Be able to communicate and cooperate effectively (Communication Day)	June
Year 9	Completing career surveys and working with business mentors	September
Year 9	Understand the importance of using social media responsibly (Digital Footprint Workshops)	January
Year 10	Develop an understanding of apprenticeships (Apprenticeship assemblies and parent/student workshop)	January
Year 10	Develop an understanding of STEM related career pathways (STEM workshops CCUC)	May
Year 10	Develop teamwork and problem solving skills (Army Day) June	June
Year 10	Experience the workplace and understanding roles and responsibilities (work experience)	July
Year 11	Receive impartial careers information advice and guidance (CXK Interviews)	September-April
Year 11	Develop CV and Personal Statement writing skills (Study Skills)	October
Year 11	Be able to develop effective interview skills (Big Interviews)	January
Year 11	Develop personal study skills (Study Skills workshops)	October
Year 12	Develop Career Action Plan (CXK Interviews)	September
Year 12	Be able to research career opportunities and visit apprenticeship fairs and university open days	January
Year 13	Develop application and personal statement writing skills for UCAS	September
Targeted students from Years 9, 10 & KS5	Industry Specific Careers Event: Construction	Term 1
Targeted students from Years 9, 10 & KS5	Industry Specific Careers Event: Public Services, Health and Social Care	Term 3
Targeted students from Years 9, 10 & KS5	Industry Specific Careers Event: Financial Services	Term 6