



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

## **Document Control**

<b>Title</b>	CEIAG Policy
<b>Date</b>	September 2020
<b>Related Documents</b>	Careers Strategy Careers Programme Career Progression Framework
<b>Review</b>	2 years
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## **Introduction**

Every young person should have high aspirations, belief and confidence that they can achieve their full potential regardless of their needs and background. It is important that young people start thinking about their future career goals from an early age and not just when they have to make decisions. Setting these goals will motivate young people to develop their character, skills and academic attainment earlier on. To support this, each young person needs everyone around them to support, believe in them and provide them with opportunities. It is the collective responsibility of staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community to promote effective careers and work-related education.

At Manchester Enterprise Academy we are fully committed to developing an excellent careers programme, which will support and inspire our students to make informed and aspirational decisions about their careers. The careers programme will ensure our students leave MEA prepared for the world of work and ready to build a fantastic future.

Our careers strategy has been built to meet the Gatsby Benchmarks, which is a framework of 8 guidelines that define the best careers provision in schools and colleges. We aim to develop student's employability skills and advise them about local, national and international labour market information, guide students to explore careers and have high aspirations. We will educate students about all the post 16 and post 18 pathways including traineeships and apprenticeships.

Once our students leave Manchester Enterprise Academy and full-time education, their careers will involve movements between different jobs. We aim to help students to make choices and transitions but also equip them with knowledge and skills to deal with career decisions they will face in the future. This includes ensuring that all students leave us with employability and learning skills to progress successfully through their career journey.

Our careers strategy is based on a whole school approach. We aim to ensure that all our subjects link learning to careers and the topics taught are related to and made relevant to everyday and working life. We have wide, strong links with businesses and employers who contribute to our careers programme. A qualified L6 careers advisor from Positive Steps is based at the Academy for two days a week providing careers guidance.

Our academy Careers Leader has taken part in the Teach First Careers and Employability Leadership programme this year and is working towards The Quality in Careers Standard, which recognises high quality careers education, information, advice and guidance (CEIAG).

## **Statutory Requirements and Expectations**

Manchester Enterprise Academy is fully committed to fulfilling its statutory duties in relation to providing independent careers guidance from Year 8 to Year 13 and provider access to schools.

- Our careers strategy provides a framework which meets the statutory requirements and expectations. This includes:
- We ensure 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 qualifications or apprenticeships.
- Our careers strategy and programme are built around meeting the Gatsby Benchmarks and is used to plan and improve our strategy across the academy
  1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each student

4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experience of workplaces
  7. Encounters with further and higher education
  8. Personal guidance.
- We have an appointed named person to the role of Careers Leader to lead the careers programme.
  - We publish the details of the careers programme for young people and their parents on our website.

## **Vision**

The careers and employability vision is what Manchester Enterprise Academy wants to ultimately achieve in 3 years' time. Our strategy is designed in pursuit of this vision.

Our vision is:

***Our students make informed and aspirational decisions about their careers. They leave MEA prepared for the world of work and ready to build a fantastic future.***

## **Objectives**

Strategic objectives have been set to ensure that students make aspirational decisions and leave MEA prepared for the world work and a fantastic future. The objectives address areas of need for our students and the academy. The objectives are also aligned with **Gatsby Benchmarks**.

1. To develop an engaging, up to date, relevant careers programme, which includes sharing quality LMI.
2. To increase aspirations and employability skills of all students regardless of their needs or ability.
3. To ensure every student has a personalised offer that meets their interests and needs when they leave MEA.
4. To embed CEIAG into the curriculum of learning with all staff understanding their roles.

## **Entitlement**

Every student at MEA (Y7-13) is entitled to high quality CEIAG which meets professional standards of practice and is both personalised and impartial. It is part of their overall education to raise their aspirations and prepare them for world of work and a fantastic future.

**Student Entitlement:** All students at MEA are entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school or sixth form.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Have a careers guidance interview with a qualified careers advisor.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Further Education, Higher Education, an apprenticeship, or employment.
- Be equipped with the necessary employability skills to prepare them for the world of work and a fantastic future.

- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand the different pathways each curriculum subject leads to, and also the importance of the curriculum to the wider world.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience.
- Have access to a wide range of extra-curricular clubs and trips which support students in developing their understanding of a range of different subjects and build their skills.
- Attend a careers fair.
- Have access to leadership roles and projects internally and externally.
- Have access to a staff mentor upon request.
- Cohorts of students will be invited to take part in a mentoring programme with external employers.
- Have the opportunity to take part in a mock interview.
- Receive guidance and information about choosing options. Students will also have an options interview with SLT.

**Students with Special Educational Needs, Disabilities (SEND), or LAC:**

- All SEND and LAC students from Y7 to Y13 have a careers appointment with our qualified careers advisor every year.
- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process.
- The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

**Students are expected to:**

- Fully engage with careers lessons, mentoring programme, trips and activities.
- Utilise the available careers resources, including the on-line GMACS platform.
- Attend all careers guidance interviews and fully engage.
- Attend all mentoring sessions, and fully engage.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Take advantage of opportunities offered outside school, such as school trips and projects.
- To try and find their own work experience
- To have an excellent code of conduct whilst on work experience

**Parents are entitled to have:**

- Access to links to the National Careers Service information, GMACS and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor and Careers Lead.

- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

## **MEA Provision**

### **Careers Education Framework**

At MEA, our Careers education is taught through our Fantastic Futures Curriculum over a period of time.

*See Appendix 1 for the Careers Education Framework*

### **Careers Programme**

At Manchester Enterprise Academy we aim to provide an aspiring CEIAG (Careers, Education, Information, Advice and Guidance) programme, which meets the needs of all our students in preparing them for the world of work and a fantastic future. We aim to provide our students with impartial advice and guidance to help them make decisions about their future pathways

*See the Careers Programme on our website*

### **MEA Mentoring Programmes**

To raise aspirations, fuel ambition and prepare students for the world of work students from Y9 to Y11 are involved in a bespoke “Entrepreneurship Mentoring Programme” with Lloyds Banking Group. The mentoring programme involves:

- Careers guidance
- Sessions on building student’s employability skills, such as leadership, organisation, personal branding, networking, confidence, team working and communication
- Mock interview
- A visit to Lloyds Banking Group to gain an insight into the workplace environment and behaviours

To introduce students to the construction sector and provide guidance on careers in construction, a group of students are given the opportunity take part in a bespoke 12-week mentoring programme with Willmott Dixon.

Year 11 students have the opportunity to be mentored by a teacher in the Academy who can provide CEIAG and academic guidance regularly.

All our sixth form students are provided with mentors from local businesses and organisations who they meet once a week to discuss and gain guidance on career pathways.

### **Enterprise and Employability Skills**

At MEA we provide a variety of opportunities and activities to help students develop their employability skills to prepare them for the world of work. We have a range of leadership roles for students in Y7 to Y13 which we encourage students to take part in. Opportunities and activities include MEA X-TRA’s, Dragons Den competition, Stock Market Challenge, Debate Mate, Diversity Ambassadors. Students are encouraged regularly to build their skills, and also reflect on the skills which they have used. Students in Y7 to Y9 are taught Business Enterprise lessons as part of the curriculum.

## **Partnership with External Stakeholders**

At MEA, we have a strong partnership and link with various businesses and organisations, who provide our students with a wide range of inspirational careers opportunities, and also support us with the delivery of our careers programme. The Careers Leader has written an “External stakeholder engagement plan” which is in place.

## **Roles and Responsibilities**

### **Careers and employability at Manchester Enterprise Academy is a collective responsibility.**

Students, staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community have a collective responsibility to promote effective careers and work-related education.

<b>Job Title:</b>	<b>Responsibilities:</b>
Assistant Vice Principal - Careers Leader	Responsible for planning and setting the strategic direction of careers and employability provision at Manchester Enterprise Academy working towards Gatsby’s benchmarks. Responsible for ensuring NEETS figures are positive. Responsible for community engagement. Responsible for maintaining employer, alumni and parent databases. Responsible for reporting strategy and outcomes to the Senior Leadership Team. Responsible for reporting outcomes to the governing body termly. Responsible for providing CEIAG CPD training to all staff. Responsible for leading the Academy through Quality in Careers Standard award.
Principal	Responsible for strategic support and challenge of Career Leader decisions. Responsible for directing to/supporting in funding/grant applications. Responsible for line management of Careers Leader in regard to community engagement role.
Vice Principal	Responsible for direct line management of Careers Leader and strategic promotion of careers strategy at Headship level. Responsible for strategic and operational support and challenge of Career Leader decisions.
AVP	Responsible for direct line management of Leaders of Character and Culture and Curriculum Leaders and strategic promotion of careers strategy at Headship level. Responsible for strategic and operational support and challenge of Career Leader decisions.
Link Governor	Responsible for strategic support and challenge of careers strategy at governor level. Responsible for actively promoting the careers strategy and programme with governors and wider stakeholders. To meet termly with the AVP – Careers Lead.
Careers Adviser	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
Enterprise Adviser	Responsible for advising Careers Leader on strategic direction and developing the school’s provision to meet all Gatsby Benchmarks.
Data Manager	Responsible for the administrative support of Career Leader role and data entry into SIMS mark sheet. Responsible for general administrative assistance. Responsible for providing data to the DfE.
Marketing Manager	Responsible for marketing careers programme to wider community.

<b>Pastoral</b>	
Leaders of Character and Culture Y7 to Y13	<p>To create a climate which enables tutors to develop and maintain positive attitudes towards CEIAG and confidence in teaching it.</p> <p>Responsible for the oversight of the delivery of the careers pastoral programme, Skills Builder resources and delivery of START Profile pastoral programme.</p> <p>Responsible for student selection for bespoke careers programmes and enrichment activities.</p> <p>Responsible for the delivery of the PIXL edge programme.</p> <p>Responsible for ensuring NEET figures are positive.</p> <p>Responsible for identifying students who are at risk of being NEET and planning and delivering a careers programme which meets the needs of all students.</p> <p>Responsible for CEIAG communication with parents (newsletter).</p>
Managers of Character and Culture	Responsible for supporting the careers pastoral programme and enrichment activities.
Tutors Y7 to Y13	<p>Responsible for the delivery of the careers pastoral programme, Skills Builder resources and delivery of START Profile pastoral programme.</p> <p>Responsible for the delivery of the PIXL Edge programme.</p> <p>Responsible for inputting careers data on to the SIMS CEIAG mark sheets.</p> <p>Responsible for monitoring, implementing and reviewing action plans for Year 10 and Year 11 CEIAG interviews.</p>

<b>Curriculum Team</b>	
Curriculum Leaders Including FF	<p>To create a climate which enable teachers to develop and maintain positive attitudes towards CEIAG and confidence in teaching it.</p> <p>Responsible for oversight of Careers Champion.</p> <p>Responsible for delivering careers into the curriculum and meeting Gatsby's benchmarks.</p> <p>Responsible for ensuring how careers is embedded into the curriculum is written on big pictures and unit plans.</p>
Curriculum Careers Champions Including FF	<p>Responsible for career displays within subject areas, advocate for curriculum related volunteers to be involved in classroom activities and advocate for schemes of work to be modified to include career-related activities.</p> <p>Responsible for organising career related enrichment activities.</p> <p>Responsible for attending meetings and CPD.</p>
Teaching Staff Y7 to Y13 Including FF	<p>Responsible for inspiring students about the world of work which is related to their subject.</p> <p>Responsible for raising students' aspirations and supporting them with choices and applications.</p> <p>Responsible for teaching students how what they are learning is relevant to the world of work.</p> <p>Responsible for the delivering the curriculum careers programme.</p>
Staff Advocate – SEND/LEXIS Tutors	<p>Responsible for the delivery of the careers pastoral programme, Skills Builder resources and delivery of START Profile pastoral programme.</p> <p>Responsible for monitoring, implementing and reviewing action plans for Year 10 and Year 11 CEIAG interviews.</p>

<b>SEN/Inclusion</b>	
SEND/Inclusion/LEXIS	Responsible for liaising with Careers Leader to ensure students with Special Education Needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance. Responsible for completing referral forms for students with Special Education Need and disabilities to future post 16 destinations.
EAL Coordinator and Alternative Education Coordinator	Responsible for liaising with Careers Leader to ensure students with English as an Additional Language (EAL) needs or on alternative education provision are able to access the careers programme and all careers and employability information, advice and guidance.

<b>Students/Parents</b>	
Students	Responsible for engaging with and participating in the careers programme.
Student Careers Leaders	Responsible for supporting Y9 students with options choices. Y12 students responsible for supporting Y11 students with post 16 applications. Responsible for sharing their own experiences and ambitions to other students. Responsible for giving out careers notices. Responsible for student voice. Responsible for leading on activities during National Careers Week. Responsible for writing short careers articles for the newsletter.
Parents/Carers	Responsible for engaging with and participating in the careers programme where appropriate. Responsible for actively encouraging their children to engage with and participate in the careers programme. Responsible for being aware of post 16 and 18 future pathways and the local labour market.

## **Staff Development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will ensure that relevant staff receive the necessary training to be able to deliver the careers strategy at MEA.

## **Information, Advice and Guidance**

We ensure that all students have access to an independent and impartial qualified careers guidance adviser. Our careers adviser is Miss Jennie Gibson from Positive Steps.

## **Monitoring, Reviewing, Evaluating and Reporting**

The implementation of the careers programme will be monitored and reviewed by the Assistant Vice Principal. To identify improvements and ensure progression a range of methods are implemented to monitor, review and evaluate. These include:

- Gathering feedback from students, parents, staff and external organisation after a careers event.

- Student progress will be monitored according to the marking policy in the Fantastic Futures Curriculum.
- All Curriculum Leaders will share with the Careers Leader, how they intend to link their curriculum to careers.
- All careers related opportunities are recorded on a tracker to identify which students have/have not accessed the careers provision.
- A formal evaluation of how the careers provision is meeting the Gatsby Benchmarks is recorded and evaluated through a series of meetings with the Enterprise Adviser and Co-ordinator and using the compass tool.
- Our NEET figures are used to measure the impact of our careers programme.

### **Provider Access Policy**

*See Website*

## Appendix 1



### Careers Progression Framework

Careers education will be taught through our Fantastic Futures Curriculum over a period of time.

#### Vision

Our students make informed and aspirational decisions about their careers. They leave MEA prepared for the world of work and ready to build a fantastic future.

#### Strategic Objectives

1. To develop an engaging up to date, relevant careers programme which includes sharing quality LMI.
2. To increase aspirations and employability skills of all students regardless of their needs or ability.
3. To ensure every student has a personalised offer that meets their interests and needs when they leave MEA.
4. To embed CEIAG into the curriculum of learning with all staff to understand their roles.

<b>Year 7-9 (GCSE Choices)</b>	<b>Year 10-11 (Post-16 Options)</b>	<b>Year 12-13 (Post-18 Options)</b>
<ol style="list-style-type: none"><li>1. Students explore and establish their suitability to careers and understand the KS4 subjects that are important to them</li><li>2. Students understand the factors important to making informed decisions including learning style and career aspirations</li><li>3. Students build a picture of their career aspirations and subject choices as well as start to evidence understanding of key skills</li></ol>	<ol style="list-style-type: none"><li>1. Students explore their post-16 options and their intended choices relate to preferred learning style and future career aspirations</li><li>2. Students and parents understand the application process and entry requirements for their intended choices</li><li>3. Students capture the experiences and achievements that will help them to stand out on paper and in person</li></ol>	<ol style="list-style-type: none"><li>1. Students explore their post-18 options and develop a deeper understanding of their progression and career preferences</li><li>2. Students research and compare options, and make decisions based on personal suitability and the availability of options</li><li>3. Students prepare for future employment, refine their personal profile and start to demonstrate the application of their skills</li></ol>

Year group	Year Aim	FF Measurable Outcomes	(FF) Fantastic Futures Lessons
Year 7	To raise awareness of careers and build basic knowledge of post-16 pathways and employability skills	<ol style="list-style-type: none"> <li>1. List a range of pathways/careers</li> <li>2. Write a description of 3 jobs</li> <li>3. Name two ambitions</li> <li>4. List employability skills needed</li> <li>5. Give an example of how a LORIC skill might be used in that job</li> <li>6. Apply for a job – Accenture project</li> <li>7. To be able explain 3 LMI trend</li> </ol>	<ul style="list-style-type: none"> <li>• Different jobs available</li> <li>• Pathways after school</li> <li>• Employability skills</li> <li>• Labour market information</li> <li>• Accenture project</li> <li>• <i>Mini Assessment</i></li> </ul>
Year 8	To raise awareness of employability skills, post-16 options and the labour market	<ol style="list-style-type: none"> <li>1. Name a range of different career pathways</li> <li>2. Be able to understand a range of employability skills</li> </ol>	<ul style="list-style-type: none"> <li>• Career pathways</li> <li>• Jobs in each sector</li> <li>• Employability skills</li> <li>• <i>Mini Assessment</i></li> </ul>
Year 9	To ensure students understand how different subjects link to future careers and post-16 pathways and use this to make informed option choices.	<ol style="list-style-type: none"> <li>1. Audit own skills</li> <li>2. Name requirements for 3 future courses and jobs</li> <li>3. Practice completing an application form</li> <li>4. Identify which options they wish to choose and give reasons using LMI</li> <li>5. Articulate how option choice aligns with their future ambitions</li> <li>6. Identify strengths and areas of development</li> <li>7. To use LMI to make informed decisions</li> </ol>	<ul style="list-style-type: none"> <li>• Skills audit</li> <li>• Self-marketing</li> <li>• Course and job requirements</li> <li>• LMI get ready for options (interviews)</li> <li>• Qualifications requirements</li> <li>• Self SWOT analysis</li> <li>• LMI</li> <li>• <i>Mini Assessment</i></li> </ul>
Year 10	<p>To further raise awareness of the wider careers pathways and ensure that students use this to make informed post-16 choices</p> <p>Explore the criteria for entry into different progression routes</p>	<p>Post-16</p> <ol style="list-style-type: none"> <li>1. To be able to list all the FE colleges in Manchester and courses provided with entry requirement</li> <li>2. To be able to explain the difference between L3 BTEC's, A Levels, Apprenticeships, Employment and T Levels</li> <li>3. List all the pathways available with entry requirements</li> <li>4. One to one careers interviews</li> <li>5. CV</li> <li>6. Personal Statement</li> <li>7. Write a suitable and aspirational draft plan of what they wish to do after Year 11</li> </ol>	<ul style="list-style-type: none"> <li>• Post 16 options</li> <li>• University</li> <li>• LMI</li> <li>• Research aspirational options</li> <li>• Employability skills</li> <li>• Self-skills audit</li> <li>• CV</li> <li>• Personal statement</li> <li>• Future Plan</li> <li>• <i>Mini Assessment</i></li> </ul>

<p><b>Year 11</b></p>	<p>To ensure all students have made a suitable and aspirational application for post-16</p>	<ol style="list-style-type: none"> <li>1. Have completed at least two applications</li> <li>2. Updated CV and personal statement</li> <li>3. To be able to explain how they have used each LORIC skill</li> <li>4. To develop interview techniques</li> <li>5. To set goals and targets for the academic year</li> <li>6. To develop a long-term plan for the future and explain how they have used LMI information to make informed choices</li> <li>7. To be able to complete an application form</li> </ol>	<ul style="list-style-type: none"> <li>• Future choices</li> <li>• Self-marketing</li> <li>• Personal statement</li> <li>• Future plan</li> <li>• Interview techniques</li> <li>• LMI</li> <li>• Interview skills</li> <li>• Mock interviews</li> <li>• Application forms</li> <li>• <i>Mini Assessment</i></li> </ul>
<p><b>Year 12</b></p>	<p>To ensure students are aware of choices after sixth form and are prepared for the world of work</p>	<ol style="list-style-type: none"> <li>1. To research suitable courses at 3 universities</li> <li>2. To research and describe apprenticeships available in Manchester</li> <li>3. To prepare a CV</li> <li>4. To have successfully completed at least one work experience opportunity</li> <li>5. To prepare for an interview</li> <li>6. To carry out a self-skills audit</li> <li>7. To have a one to one careers interview</li> <li>8. To draft a plan for after leaving sixth form</li> </ol>	<ul style="list-style-type: none"> <li>• University &amp; Apprenticeships</li> <li>• LMI</li> <li>• CV writing</li> <li>• Interview techniques</li> <li>• Finance</li> <li>• Self-skills audit inc self-marketing</li> <li>• Future plan</li> <li>• Mock interviews</li> <li>• <i>Mini Assessment</i></li> </ul>
<p><b>Year 13</b></p>	<p>To ensure all students have made a suitable and aspirational application for when they leave sixth form</p>	<ol style="list-style-type: none"> <li>1. To understand how to apply for university and an apprenticeship</li> <li>2. Have completed at least two applications</li> <li>3. Updated CV and personal statement</li> <li>4. To be able to explain how they have used each LORIC skill</li> <li>5. To develop interview techniques</li> <li>6. To set goals and targets for the academic year</li> <li>7. To develop a long-term plan for the future and explain how they have used LMI information to make informed choices</li> <li>8. To be able to complete an application form</li> </ol>	<ul style="list-style-type: none"> <li>• Future choices</li> <li>• Self-marketing</li> <li>• Personal statement</li> <li>• Future plan</li> <li>• Interview techniques</li> <li>• LMI</li> <li>• Interview skills</li> <li>• Mock interviews</li> <li>• Application forms</li> <li>• Finance</li> <li>• <i>Mini Assessment</i></li> </ul>