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LEARNING TRUST

ARCHBISHOP  
SENTAMU  
ACADEMY  
CHURCH OF ENGLAND



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

**July 2023**

Approved by: Archbishop Sentamu Academy Local Governing Committee on
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# Archbishop Sentamu Academy

## Christian Vision

### **To lead the best life possible.**

Our distinctively Christian vision is that everyone will be able **To lead the best life possible**, now and in the future. It's underpinned by the words of Jesus in John 10:10 which says *I have come that you may have life in all its fullness.*

This promise of life in all its fullness is lived out through our academy values of:

#### **Respect**

Rooted in the 'Golden Rule', promoting strong and positive relationships, where all are included and valued, and can discover their unique worth as children of God, are essential for our students and staff to flourish.

#### **Community**

Rooted in the Parable of the Good Samaritan, serving others, in the classroom and beyond, is second nature. Our academy community is committed to serving the local and global community through learning, advocacy, charity and broader engagement.

#### **Courage**

Rooted in the Parable of the Lost Son, our academy is a place where everyone can build perseverance and resilience, in a culture where confidence can grow amongst students, and the courage to face and learn from failure and mistakes becomes a natural point of growth.

#### **Wisdom**

Rooted in the Parable of the Wise and Foolish Builders, our academy is a place where thoughtfulness, reflection and acquisition of knowledge is expected of everyone, regardless of their starting point.

## **1. Statement of Policy**

Through Christian principles, we aim to lead and support the regeneration of our local community by bringing transformational opportunities to our students and their families.

Archbishop Sentamu Academy is committed to helping young people live their lives to the full, so that they can become empowered individuals with a sense of their place in and responsibility towards their community.

The Academy fosters and cares for all students individually, to bring out their potential and show them ways to success they may never have considered before. We create an environment that encourages a love of learning and engenders self-esteem, self-reliance and respect for others, pride in achievement and excellence in work, appearance, courtesy and behaviour.

We believe in boosting an individual student's capacity to achieve, whatever his or her ability or talent. Our vision is to ensure we provide the resources, tools, learning environment, support and encouragement to enable all students to achieve their very best potential and to become confident, articulate, healthy and responsible young men and women who can make a positive difference when they go into the world.

Careers education, information, advice and guidance (CEIAG) plays an important role in motivating students, promoting equality of opportunity and maximising their academic and personal achievement whilst at the Academy and beyond. The Academy works consciously to prevent all forms of stereotyping, ensuring that all students consider the widest possible range of careers.

**2. What is Careers Education, Information, Advice and Guidance (CEIAG)?** “Careers guidance describes activities which support individuals to learn about education and employment and plan for their future lives, learning and work. These activities contribute to social mobility, help people to discover and access opportunities that might exist outside of their immediate networks. They also encourage individuals to challenge their pre-existing assumptions about what they are capable of and to develop practical strategies to operationalize their aspirations.” *Advancing ambitions: The role of career guidance in supporting social mobility (The Sutton Trust & University of Derby, Oct 2014).*

“Careers guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information provision, assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes, work search programmes, and transition services.” OECD 2004.

### **3. What are our Statutory Duties?**

The Academy has a statutory duty under the Education Act to ensure that all pupils in Year 7-13 are provided with independent and impartial careers guidance. By law, the careers guidance provided must:

- Be presented in an impartial manner (i.e. showing no bias towards a particular education or work option) · Include information on the full range of education and training options including apprenticeships · Always promote the best interests of the pupils

The Academy’s Careers Adviser provides impartial careers guidance by providing information and advice on the full range of options. Connexions Careers Advisers visit the Academy regularly and provide students with the opportunity to see an adviser independent from the Academy if they wish.

The Academy’s CEIAG programme puts the interests of our students first by providing them with the skills and information they need to be able to make informed career choices. The provision of high quality, impartial CEIAG leads to improved achievement, higher retention rates and better outcomes for young people.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This is known as the Baker Clause. This law requires schools and academies to ensure that there is an opportunity for a range of technical 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. A policy statement regarding provider access can be found in Appendix 1.

The Careers Leader for the Academy is:-

Mrs K Stephenson  
Archbishop Sentamu Academy, 1 Bilton Grove, Hull HU9 5YB  
Email: k.stephenson@asa.hslt.academy  
Telephone: 01482 781912

## 4 The Gatsby Benchmarks

Every school should use the Gatsby Benchmarks to improve careers provision. The Academy is fully committed to working towards these benchmarks.

<b>The Gatsby Benchmarks</b>		
1. A stable careers programme	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	<ul style="list-style-type: none"> <li>· Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified appropriately trained person responsible for it.</li> <li>· 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.</li> <li>· The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
2. Learning from career and labour market information	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 advisor to make best use of the available information	<ul style="list-style-type: none"> <li>· By the age of 14, all pupils should have accessed and used information about career paths and labour market to inform their own decisions on study options.</li> <li>· Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
3. Addressing the needs of each student	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 career programme should embed equality and diversity considerations throughout	<ul style="list-style-type: none"> <li>· A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>· Schools should keep a systematic records of individual advice given to each pupil, and subsequent agreed decisions.</li> <li>· All pupils should have access to these records to support their career development.</li> <li>· Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subject for a wide range of future career paths	<ul style="list-style-type: none"> <li>· By the age of 14, every pupil should have had the opportunity to learn how the STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

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.	<ul style="list-style-type: none"> <li>· Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>* A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what takes place to be successful in the workplace.</p>
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.	<ul style="list-style-type: none"> <li>· By the age of 16, every pupils should have at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>· By the age of 18, every pupils should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7. Encounters with further and higher education	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.	<ul style="list-style-type: none"> <li>· 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.</li> <li>· By the age of 18, all pupils who are considering applying for university should have had at least two visits to meet staff and pupils.</li> </ul> <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>
8. Personal guidance	Every student should have the opportunities for guidance interview with a career advisor, 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.	<ul style="list-style-type: none"> <li>· 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.</li> </ul>

## 5. The CEIAG Programme 2023/24

In order to ensure we comply with the DFE Careers Strategy and our statutory requirements we have embedded the Gatsby Benchmarks into the Academy's overall CEIAG Programme. This is reviewed each year. Students follow a PSHE Programme in Years 7-11 that covers some of the Gatsby Benchmarks. This helps them to know themselves, have high aspirations and set goals in order to achieve them. Below is a synopsis of the programme students follow in PSHE. In addition, students in Year 7 - Year 13 are exposed to a variety of activities that support us in meeting the benchmarks, but more importantly they support students in their personal development.

**Year 7 – Self Awareness, Employability Skills and Stereotyping.** The focus this year is on helping students consider why a career is important and understanding how they learn about themselves by identifying strengths and weaknesses. During PSHE students begin to look at dreams and goals and how they can be achieved as well as looking at employability skills for the future. Students work on the Lunar Hotel Challenge which helps them develop communication and teamwork skills. Students also look at stereotyping in relation to the world of work.

**Year 8 – LMI, Employability Skills and Raising Aspirations.** During PSHE students look at the link between qualifications and earnings. They are encouraged to use LMI to research various job roles. Students also continue to learn about employability skills such as timekeeping and resilience. Students focus on the skills needed in the workplace and how they can develop these. Students have the opportunity to take part in various employer events.

**Year 9 – Option Choice.** This year the focus is on options, Options at 16+ and GCSE Option Choices. During PSHE students look at what options are available at the end of Year 11 i.e. 6th Form, College and Employment / Apprenticeships. They learn about identifying personal strengths and how to plan effectively. Students learn how to make an informed choice regarding their GCSEs and see the link between GCSEs and their future career. There is an Options Evening and help during tutor time. Students can also request to see the Academy's Careers Adviser for advice on option choice. All year 9 students have the opportunity to experience a taster day of GCSE/BTEC lessons in subjects they will not have experienced at KS3. This enables them to make informed choices during the Options process.

**Year 10 – The World of Work.** During PSHE students look at discrimination in the workplace and the process of looking for work. Students take part in a range of activities to boost their employability skills. Students learn about work/life balance, different work styles, employment types and skills development. Students are introduced to the Logon Moveon website which is where College applications are made. Year 10 students go on Work Experience for one week. This experience helps our students gain an insight into the world of work. Work experience opens students' eyes to the realities of the workplace: the need to dress and behave in the expected way, to arrive punctually and follow instructions accurately.

**Year 11 – Decision Making and Implementing Plans.** Students are supported to review their career decisions and make applications. Students look again at Dreams and Goals as part of the PSHE programme and skill sets needed to achieve their goals. Students are fully supported to apply for a range of opportunities i.e. 6th Form, College and Apprenticeships during the course of the year. All students in Year 11 have a careers guidance interview with either the Academy's Careers Adviser or a Careers Adviser from Connexions. The Academy employs their own dedicated careers professional and also contracts additional independent guidance services from Connexions (Hull City Council). All advice and guidance is impartial and students are made aware of the full range of opportunities available to them. Students are encouraged to attend college and apprenticeship open events.

**Year 12 and 13 – Options at 18.** Students take part in various activities on higher education (including visits), apprenticeships and employment. Talks, visits and workshops take place throughout the year. Students are offered a careers guidance interview to discuss their aspirations for the future. Students are given help with completing university and apprenticeship applications. Students go on Work Experience for two weeks to gain an insight into the world of work.

## **Additional Activities**

**Careers Drop-In Sessions and Careers Information** - all students have access to the Academy's Careers Adviser, Mrs A Lockham, in the Agora every lunch time. Careers resources including prospectuses on the full range of opportunities are also available in the library which any student can access during break time and lunch.

**Parents Evenings** – the Academy's Careers Adviser is available at every parent's evening including options evenings to give information, advice and guidance to students and their parent(s) / carer (s).

**Careers in the Classroom** – we are continuing to develop careers education in the classroom' which is to be embedded into the curriculum. Subject teachers will promote careers in their lessons and employers will link in with subject leaders to support activities throughout the year.

**Employer Visits / Events** – employers are invited to the Academy to offer students advice on a range of careers throughout the year. The Academy works with various local employers and training providers. We encourage all students to have high aspirations and consider a broad and exciting range of careers. We believe that real-life contacts are key in helping students understand the world of work and also understand where different choices can take them in the future.

“Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future.” *DfE Careers Strategy (Dec 2017)*

**STEM** – a range of activities take place promoting careers in science, technology, engineering and maths.

**Results Days** – the Academy's Careers Adviser is available on 6<sup>th</sup> Form / A Level and GCSE results days to offer advice and guidance to students.

**Archie Careers Helpline and Email Address** – students and parents / carers are able to contact the Academy's Careers Adviser for careers advice and guidance 24/7.

## **6. Staffing and Roles**

Strong leadership ensures that students can overcome barriers to success and do what it takes to fulfill their potential. All staff at the Academy encourage students to be the best they can possibly be and help to raise the aspirations of students. All staff have a role to play in advising, supporting and guiding students.

Mr Tim Scott (Link Governor for CEIAG). The governors and senior leadership team ensure that the Academy meets its statutory requirements for the delivery of CEIAG.

Mrs K Stephenson, who is the Associate Assistant Vice Principal, is the Careers Leader at the Academy and responsible for Vocational Education and CEIAG.

Mrs M Gittins (Head of 6th Form) is the person responsible for CEIAG in the 6th form and KS5 destinations.

Miss A Lockham (IAG Coordinator) sees students for careers guidance interviews, manages the Connexions Careers Advisers coming into the Academy, organises post-16 applications, helps to plan and deliver the CEIAG programme, helps to organise work experience and is also responsible for KS4 destinations with Mrs Stephenson.

Miss S Hossack (Head of PSHE) is responsible for developing and co-ordinating the PSHE programme.

Mrs Gittins is the Head of 6th Form and is responsible for UCAS applications.

Connexions Careers Advisers come in two days a week to see students for careers guidance meetings. They also support students who are at risk of not participating and attend SEND meetings as



required. Any student can request to see one of the Connexions Careers Advisers if they want to speak to an adviser who is independent from the Academy. This is a statutory requirement.

All staff at the Academy have a responsibility for the wellbeing of students and to give them appropriate support in particular the Wellbeing Officer, Heads of Year Form Tutors, Subject Teachers and Student Liaison Officers.

The training and development needs of staff involved in coordinating and delivering CEIAG are identified and met through a continuing professional development programme. The IAG Co-ordinator attends relevant training and development opportunities. The Careers Leader attends area-wide CEIAG meetings run by the Local Authority and also regularly attends provider sessions to keep up-to-date with any changes in provision and LMI. Relevant information is disseminated to key staff at the Academy.

## **7. Destinations and Evaluation**

When looking at the impact of CEIAG, there are many key performance indicators we need to consider and one that measures the effectiveness of the Academy's careers and inspiration activity is the destinations of our students. Students are tracked and monitored extensively and any student at risk of not engaging or making a smooth progression (i.e. becoming NEET) is targeted for extra support.

Destination measures show the percentage of students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 or key stage 5 studies. Immediate destinations are compiled by the Academy with the Hull City Council. Sustained destinations are compiled by the Department for Education. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4 or 5. Please note there is a time lag of 2 years to allow time to collate the destinations.

All students are followed up when they leave the Academy to ensure they progress to a positive destination. Any student at risk of not participating in a positive post-16 destination or who may find the transition difficult are followed up early by the Academy's Careers Adviser. Students are seen as often as they need in order to support them to make the right choices for the future. The Academy has a strong track record of success as demonstrated by its consistently outstanding destinations.

## KS4 Sustained Destinations

<b>KS4 Summary</b>	<b>2018 Leavers (Jan 2021)</b>			<b>2019 Leavers (Oct 2021)</b>			<b>2020 Leavers (Oct 2022)</b>		
	ASA	LA*	England	ASA	LA*	England	ASA	LA*	England
<b>Apprenticeships</b>	5%	7%	4%	9	7	4	6	4	2
<b>Pupils staying in education for at least two terms after KS4</b>	81%	81%	87%	78	81	87	84	84	89
<b>FE college or other FE provider</b>	25%	22%	35%	18	21	36	20	25	36
<b>School 6th form</b>	36%	19%	38%	38	21	36	29	20	38
<b>6th Form college</b>	20%	39%	13%	22	38	13	35	36	13
<b>Other education destinations</b>	0%	1%	1%	0	2	2	1	2	2
<b>Education or employment destination not sustained</b>	10%	7%	5%	7	7	5	7	7	5
<b>Sustained employment destination</b>	3%	4%	3%	6	4	3	4	4	2
<b>Destination unknown / Activity not captured</b>	1%	1%	1%	0	1	1		1	1
<b>Overall sustained education or employment / training destination</b>	89%	92%	94%	93	92	94	92	92	94

## KS5 Sustained Destinations

Destination measure	Local Authority 2022	National 2022	ASA 2017 leavers (2019 release)	ASA 2018 leavers (2020 release)	ASA2019 leavers (March 2021 release)	ASA 2020 leavers (October 2022)
<b>TOTAL SUSTAINED Education, Apprenticeship or Employment</b>	77%	81%	78%	79%	78%	71%
<b>TOTAL NOT SUSTAINED</b>	23%	21%	22%	21%	21%	29%
<b>NEETS and Not Known</b>						
<b>NEETs</b>	19%	15%	17%	16%	20%	27%
<b>Not Captured/ Unknown</b>	4%	5%	5%	5%	1%	2%

\*Please note, there is a two year lag for destination results. This is because the government has to complete a thorough check of the data and carry out a matching exercise.

This CEIAG Policy is evaluated on an annual basis by the Careers Leader and IAG Coordinator. The CEIAG programme is reviewed termly.

## **8. Involvement of Parent(s) / Carer(s)**

Parent(s) / carer(s) are welcome to attend their son or daughter's careers interview and can contact the Academy's Careers Adviser / IAG Co-ordinator anytime by contacting her on the Archie Careers Helpline number or email. Parent(s) / carer(s) have access to the Academy's Careers Adviser / IAG Co-ordinator at Academic Reviews, Options Evenings, Results Days and can request a meeting with the IAG Co-ordinator at any time.

## **9. Equality of Opportunity and SEN**

Careers and other relevant staff work closely with the SEN Team and Tutors to identify those who need extra support and who may find the transition difficult. The Connexions Careers Advisers attend SEND meetings. All students who have an EHCP are seen on a regular basis in order to monitor and review their career plans. The CEIAG programme promotes equality of opportunity and inclusion by providing all learners with appropriate opportunities. The Academy is committed to challenging stereotypical views which create barriers to learning and work.

## **10. Statement of Policy Review**

The Local Governing Committee has agreed that this policy will be reviewed on an **annual basis**. Any review will take into consideration all aspects of applicable legislation and advice current at the time of the review.

## **APPENDIX 1 - Archbishop Sentamu Academy Policy Statement on Provider Access**

### **Introduction**

This policy statement sets out the Academy's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's technical education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

### **Student entitlement**

All students in Years 8-13 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
- 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
- Understand how to make applications for the full range of academic and technical courses
- Students in Year 8 - Year 9 will have at least two encounters to find out about technical education qualifications and apprenticeships opportunities (these are mandatory)
- Students in Year 10 - Year 11 will have at least two encounters to find out about technical education qualifications and apprenticeships opportunities (these are mandatory)
- Students in Year 12 - Year 13 will be offered, particularly students undecided on next steps, at least two encounters to find out about technical education qualifications and apprenticeships opportunities

Provider encounters will be scheduled during the school day. As a minimum we would ask providers to:

- Share information about both the provider and the approved technical education qualification and apprenticeships they offer
- Explain what career routes those options could lead to
- Provide an insight into what it might be like to learn or train with the provider
- Answer questions from pupils

### **Meaningful provider encounters**

- One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils
- Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils

## **Management of provider access requests**

### **a) Procedure**

A provider wishing to request access should contact Mrs Katrina Stephenson, Associate Assistant Vice Principal

Email: [k.stephenson@asa.hslt.academy](mailto:k.stephenson@asa.hslt.academy)

Telephone: 01482 781912

Address: Archbishop Sentamu Academy, 1 Bilton Grove, Hull HU9 5YB

### **b) Opportunities for access**

A number of events and activities take place throughout the academic year as part of the careers programme such as assemblies, careers lessons during PSHE, careers fairs and various other events during which providers have the opportunity to come into the Academy to speak to students. The events are usually organised well in advance so it is important providers contact us early in the academic year if they wish to be involved.

Safeguarding requirements must be met. The Academy's policy on safeguarding sets out the school's approach to allowing providers onto the premises to talk to students.

### **c) Premises and facilities**

The Academy will make the theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader, Mrs K Stephenson.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre which is based in the library. Please contact the Careers Advisor to arrange this. The Resource Centre is available to all students at lunch and break times.