



Careers Education Information, Advice and Guidance (CEIAG) Policy

Policy Information	
Policy Owner	ACE Schools Careers Lead
Issue Version	1.1
Approving Committee	ACE Schools SLT and CPG
Adopted Date	July 2020
Review Cycle	Bi-Annually
Last Review Date	October 2023
Next Review Date	October 2025

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed *David Furze*
(Chair of CPG)

Date: 27 October 2023



1. Aims

1.1 Careers Information, Education and Guidance (CIEAG) is an essential part of the Careers Programme offered at ACE Schools, part of Transforming Futures Trust. Our Careers Programme sets out to prepare students for the responsibility and experiences of life, whilst building aspirations for the future. It is vital that within this programme, we acknowledge the significance of changes in education and employment, where Post-16 options for young people are becoming more varied and complex. Students are entitled to have the knowledge, experience and support they need to feel confident in making informed decisions about their future choices at Post-16, which is crucial if we are to prepare them for a successful transition into Post-16 Education, Employment or Training.

1.2 In the foreword of the 2017 DFE document “Careers Strategy: making the most of everyone’s skills and talents,” the Rt Hon Anne Milton, the Minister of State for Apprenticeships and Skills; Minister for Women states “Our careers provision must be world class to help people understand the range of opportunities available to them in today’s economy and acquire the skills and qualifications they need to succeed in the workplaces of the future.” In accordance with this important statement, we at ACE are committed to achieving outstanding provision, leading to outcomes which secure effective/ differentiated use of qualification for all our students, developing key skills needed to succeed in the workplace.

2. Careers programme

2.1 Our school’s Careers Programme consists of a range of activities that are designed to develop student awareness and encourage engagement with the ‘World of Work’; to enable them to make informed decisions and assist them in managing their future careers. This begins in Key Stage 2 and continues throughout Key Stages 3 & 4. The Careers Programme at KS2 provides an early opportunity to begin to identify strengths and areas of interest, which in turn will begin to shape aspirations for the future. Termly Review meetings from Year 7 will provide an opportunity for students, parents, carers and staff to gather information and gain feedback, reviewing students’ personal achievements and encourage them to plan for their future through: Career lessons in PSHE; Skills Builder interventions and activities; a Naturally Talented Me profile for all students on our WRAP bases; on-line support using Skills Builder and Careerpilot which includes up-to-date Labour Market Information (LMI) and opportunities for vocational study and Work Experience. All experiences and opportunities will be discussed with parents at termly Review meetings, to begin the process of preparing for life beyond our school.

2.2 This policy sets out how careers activities are delivered at ACE and explains what stakeholders can expect from the school Careers Programme. All students will be encouraged to make good use of the activities, information and impartial guidance available, learning about the changing nature of work, career choices and other relevant information which may well affect their decisions at Post-16.

3. Aims and Objectives of the Careers Programme at ACE Schools

- Encourage all students to be ambitious; challenge stereotypes and explore personal career aspirations throughout their time at school.
- Support inclusion and promote equality of opportunity.
- Ensure that students are ready to take their 'next steps' at Post-16 by following the principles of the Gatsby Benchmarks [Good Career Guidance | Education | Gatsby](#)
- Assist students to understand the changing world of work.
- Encourage students to develop soft skills and independent research skills, helping them to explore the range of opportunities available.
- Motivate students to develop self-awareness and build their confidence, raising aspirations and achievement through Skills Builder.
- Ensure students have the opportunity to meet with Employers and Employees and explore Apprenticeships in the local community.
- Ensure KS4 students have the opportunity to engage with Higher/Further Education colleges and Training Providers.
- Assist KS4 students in developing the skills, attitudes and qualities needed to make secure and successful transitions into Post-16 placements.

4. Student entitlement

4.1 All students are entitled to have access to an effective CEIAG programme. Students are encouraged to take an active role in exploring and developing their own career pathway. This is a crucial part of self-development which will lead to a greater understanding of the world of work, and the employability skills needed to access it.

4.2 During their time at ACE – students can expect:

- Careers lessons KS2-KS4 delivered within PSHE and tutor time activities: understanding the changing world of work; personal development and the acquisition of skills needed for future job roles and responsibilities.
- Access to up-to-date and unbiased information on future learning, training and employment, using Labour Market Information (LMI).
- Support to develop self-awareness and self-confidence, building self-esteem; interpersonal skills and career management for the future.
- A minimum of six meaningful encounters with representatives from the world of work; through Work Experience or Work Shadowing; Careers Talks; Projects and Visits.
- Dedicated 1:1 support of Careers Guidance Advisors in Year 11.
- To meet with a range of Education Providers from Year 9: Apprenticeship organisations; FE colleges; Training Providers and Universities – this can include: visits, taster days, work experience opportunities, workshops, visiting speakers and enterprise activities.

- The opportunity to talk through their career options at Reviews and with: Academic Leads; Learning Mentors and subject staff.
- The school will keep parents/carers informed of their progress and will be provided with information to support students' career planning and decision-making.
- Termly Review meetings from Year 9 will include careers discussions involving the opportunity to explore possible Vocational and Work Shadowing Placements in Year 10 (vocational placements from Year 9).
- Students' views about the impact of the Careers Programme will inform changes and updates to the service so that it continues to meet the needs of our students, using the Future Skills Questionnaire and Compass Plus (CEC).

5. Parental involvement

5.1 Young people make decisions about their futures with the involvement of parents and carers in many instances and therefore we encourage their involvement in the Careers Programme, asking them to feedback, wherever possible, through the website and Social Media platforms, in order to ensure that we are providing the very best Careers Service for our students.

5.2 Parents are invited to attend termly Review meetings throughout the academic year to discuss their son/daughter's progress. These meetings will also include discussions around the topic of Careers from Year 9 – aspirations and progress towards their 'next steps'; career ideas and planning, as well as academic progress. Parents/Carers will be kept up to date with career-related events and activities involving their son/daughter via letters and texts home; the school website and Social Media. Parents and Carers are welcome to make contact with the Careers Lead at any point should they have any questions or concerns.

6. Enterprise Advisor Network

Through the Careers and Enterprise Company (CEC) we have an Enterprise Adviser working collaboratively with the school. They aim to provide strategic support with the Careers Programme and delivery, in support of the Careers Lead and the Senior Leadership Team (SLT). Elements of their roles and responsibilities are linked to education and business; through planned meetings over the academic year we will determine actions to develop this aim further. This will be the responsibility of the Careers Lead to ensure relevance of such plans and identify relevant impact to secure success.

The Careers Lead at ACE Schools is:	Rachel Illingworth – Teacher of English & Drama.
The Enterprise Advisor for ACE Schools is:	Davey Ashmore – Senior Consultant at Deloitte.

7. The Careers Lead will:

- Have responsibility for Work Related Learning within our school, organising work-related learning visits and speakers (Primary and Years 7 – 11) and Work Experience – Shadowing placements, where appropriate. (Years 9 – 11).
- Have responsibility for the Work-related Learning curriculum and associated units of work, ensuring all learning/lessons and resources are valuable and hold meaning for students, where appropriate.
- Work collaboratively with teachers across the school to record all information on Compass Plus, required to inform the 'USP – Unique Skills Profile' for each student as they leave the school.
- Work collaboratively with our Enterprise Advisor in linking education to local businesses.
- Update the Gatsby Benchmarks in relation to the identified action plan of the school, meeting all time frames identified within it to secure informed delivery/development of these.
- Advise the Head Teacher (HT), Senior Leadership Team (SLT) and all staff within the school (Key Stages 2-4) of any developments necessary to secure compliance of this policy and associated content.
- Publish the Careers Programme on the website and links to our Training Providers; Apprenticeships and up-to-date Labour Market Information (LMI).
- Collate the views of stakeholders to inform continued development and relevance of the Careers provision at ACE.
- Monitor the effectiveness/impact of the Careers Policy – whether it meets its fundamental aims - Destination data.
- Identify work-related learning and training providers, Further Education providers and local employers to attend a Careers Events.
- Responsible for updates required in their own training and that of staff across each base in the school.
- Lead CPD for staff where required.
- Be responsible for this policy and any subsequent update of it in relation to national/local advice and guidance.
- Ensure the schools website remains compliant within the publication of policy.

8. Work experience / shadowing

All work experience – shadowing - placements will be supported by a robust risk assessment and any identified additional control measures designed by the Careers Lead will be signed off by the Head Teacher. Work experience and the opportunity this affords, will be addressed via our Long-Term Planning and supporting units of work, using the achievement outcomes identified within our Work-related Learning curriculum and Careers Programme as a whole.

9. Key Stage 2, 3 and 4 – Student entitlement statements

Along with students, staff and parents will also be provided with careers support and guidance information. The school will engage with role models from local business, FE providers, work experience providers, training providers and our Enterprise Adviser and their network to provide opportunities for all students in all year groups, which will include:

Key Stage 2 Careers Support and Guidance Information
<ul style="list-style-type: none">• Welcome to the 'World of Work' and begin to identify varied job roles which challenge stereotypes and gender specific roles.• Exploring the 'World or Work' in our immediate environment and local area to include visits where possible.• Meeting representatives in the world of work and developing knowledge and understanding of the varied the job roles within the Services: Fire, Police, Health, Navy, Army etc.• Welcome employers and businesses into school to deliver assemblies/workshops in curriculum time, where this is appropriate and planned.

Year 7 Careers Support and Guidance Information
<ul style="list-style-type: none">• Identifying my strengths and interests to develop Essential Skills through PSHE and curriculum subject learning using Skills Builder and Careerpivot.• Exploring the 'World of Work' within learning in PSHE curriculum.• Visits to and talks with employers/local businesses in curriculum time where this is appropriate and planned.• Matching my interest areas to suitable careers using Careerpivot and LMI.

Year 8 Careers Support and Guidance Information
<ul style="list-style-type: none">• Learning more about my strengths, interests and Essential Skills utilising Skills Builder and Naturally Talented Me (WRAP).• Matching my interest areas to suitable careers using Careerpivot and LMI.• Learning about the different job roles and routes I can take within my school – potential Vocational Placements in Year 9 and beyond.• Offer Work Experience placements and shadowing, where appropriate.• Visits to employers/local businesses in curriculum time where this is appropriate and planned.• Visiting speakers to include: Alumni, Apprentices, Employers and employees.

Year 9
Careers Support and Guidance Information

- Having the opportunity to attend a Vocational Placement and/or a Work Experience placement.
- To meet with local businesses, Training Providers and colleges to begin to explore the options available at Post-16.
- Meeting alumni and understanding their job role and which route was taken at Post-16.
- Using the careers resources available to help me with my personal development.
- Understanding the importance of developing my Employability skills through Skills Builder.
- Developing decision-making skills and being able to communicate potential pathways to others.
- Discuss Careers ideas and planning for potential Post-16 pathways in termly Review meetings.

Year 10
Careers support and guidance information

- Discuss potential pathways at Post-16 in termly Review meetings.
- Using the careers resources in more detail to explore career options.
- Guidance and support to find a Vocational Placement and/or undertake Work Experience/Work shadowing placements/visits linked to student aspirations, wherever possible.
- Learning more about the working environment, employment opportunities and the evolving local labour market.
- Exploring several different professions by linking/finding out about local business.
- Exploring several different routes including Apprenticeships, Further and Higher education; access to Higher Education information.
- Using Skills Builder, Naturally Talented Me (WRAP) and careers learning through curriculum resources and units of work available to help me with my options at Post-16
- Write a Personal Statement in PSHE to contribute to their USP (Unique Skills Profile)
- Contribute to my USP - information regarding my future and Essential skills.
- Having the opportunity to attend a Careers Fair to listen and talk to local business and Training Providers and colleges about the options available to me at Post-16.
- Visiting speakers from the Department of Work & Pensions (DWP), Alumni and local business to engage with opportunities available in the local labour market.

Year 11

Careers Support and Guidance Information

- Attending Careers and Apprenticeship Fairs, where appropriate
- Visiting speakers from ASK Apprenticeships; Local businesses; Training Providers; DWP and Alumni.
- Sampling courses/Taster days/visits to help me to make my choices for Post-16.
- Make transition visits and engage in taster sessions with Post 16 Providers.
- Mock interviews - Learning good interview techniques and appropriate preparation, where appropriate.
- Attend open days at local colleges, Training and FE providers.
- Using the careers resources and units of work available to help me with my options at Post-16 to include careers adviser interviews with Careers South West (CSW).
- Continue to contribute to my Unique Skills Profile information regarding my future.
- Undertake workplace visits linked to student aspirations/transitions.

10. Post-16 applications

10.1 During KS4 students will learn how to write a Personal Statement for Post-16 applications; have support with the UCAS process - if applying to University; attend group sessions discussing the various Post-16 pathways.

10.2 By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, where necessary) to explore all available options at Post-16.
- Attend events in school where they can engage with Employers, Colleges, Training Providers and Universities.
- Develop Self-Awareness and Career Management skills.
- Apply for Post-16 placements and secure a 'back-up' plan, as necessary.
- Continue to develop the skills needed to secure a successful transition at Post-16.

Have at least one meeting with a Careers Advisor.

11. Equal opportunities

We are resolute in our commitment to promote Equal Opportunities across each base across the school, and as such continue to work to challenge stereotypes, discrimination and limiting beliefs. The Careers Advisors work with the SENCo to support Education, Health and Care planning and the Safeguarding team to support those students facing additional challenges. Role models including Alumni, current apprentices, employees of local business and university students are encouraged to engage our students and share their experiences, to raise aspirations and belief in what can be achieved. This encourages our students to understand what is possible after leaving school in Year 11. The destinations of all students leaving ACE are monitored, and trends identified, to contribute to the monitoring and evaluation of Equal Opportunities in Careers Programme.

12. Career Guidance meetings

Careers Guidance is tailored to meet the needs of individual students, and as such 1:1 interviews take place from the end of Year 10 with Careers South West (CSW) advisers. For any student being identified as at risk of becoming NEET (Not in Employment, Education or Training), further interventions are arranged, based on the individual needs of that student. This support could include additional visits to Post-16 sites; support from other agencies; assistance with transport; on-going contact as the student leaves school etc.

13. Careers South West

Each base across the school has the support of Careers South West who continue to monitor our students through the transition into their Post-16 placement. CSW advisers also attend the final EHCP meetings where options at Post-16 are discussed. This supports parents/carers and students to make informed decisions about the information advice and guidance relating to Post-16 providers across Devon and Cornwall. All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality.

14. External Providers

A range of External Providers are invited into school to support the Careers Programme, as outlined above. In this instance, such individuals and organisations will be vetted for suitability by the relevant staff at school.

15. Staff development

All staff: Subject teachers; WRAP teachers; Learning Mentors; and Academic Leads are introduced to the Aims and Objectives of the Career Programme for CEIAG through the ACE Staff Handbook and in the pre-recorded 'Introduction to Careers at ACE' as part of induction training and through annual staff CPD. The Careers Lead attends conferences, seminars, network meetings: LaunchPad Plymouth and HUB meetings to continue to keep up to date with 'best practice' and changes to legislation. The Careers Lead/Work Experience Co-ordinator will discuss the attendance at conferences, careers fairs and seminars with SLT to ensure continuing professional development, particularly when this is deemed appropriate to the cohort of learners within ACE.

16. Monitoring and evaluation

16.1 A range of formal and informal factors are considered when monitoring and evaluating the Careers Programme. Using qualitative and quantitative measures, we identify and evaluate the outcomes for students.

16.2 The Careers Programme is evaluated in several ways:

- Student feedback impact of the Careers Programme: visiting speakers; workshops; interactive learning about the world of work and the impact / outcomes using the Future Skills Questionnaire linked to Compass Plus.
- Feedback from staff on Careers sessions; interactive activities; visiting speakers; mock interviews etc.
- Feedback from parents/carers and external partners at Review meetings and through the whole school parent/carer questionnaire - also accessible via the website.
- Quality assurance of Careers sessions and learning through the curriculum and Skills Builder interventions, as part of the PHSE curriculum and tutor time.
- Student destination information at Post-16.

16.3 Feedback regarding this policy and Careers Programme is welcomed from all members of our school community, including external agencies who assist in the provision of outstanding practice, CEIAG offer.

17. Staff responsibilities

Staff will be responsible for:

- Seeking/identifying the views of our students – Skills Builder Benchmark and Future Skills Questionnaire to inform continuing development of the Careers Programme.
- Skills Builder and essential skills are explicitly referenced and delivered across all subjects in the ACE curriculum.
- Identify 'next steps' in relation to Post-16 options, from Year 9 onwards at student Review meetings.
- Ensure all parents', students' and staff views on the relevance of the Careers Programme are considered to inform future provision.
- Ensure opportunities for independent advice and advocacy supports career aspirations of each student if/as appropriate.

18. Resources

18.1 Students will be encouraged to use Skills Builder, Careerpilot and the internet to develop essential skills for the workplace and explore potential Careers options, tailoring the platform to record and evidence their 'Careers Journey' undertaken whilst at ACE.

18.2 Students will be provided with information from local FE colleges/employers and training providers in relation to Post-16 options and will have the opportunity to visit/experience college and training providers, via structured links, before their college placement commences.

18.3 The school website will provide links to several different careers websites - including Skills Builder, Careerpilot, Labour Market Information (LMI), Careers Guidance articles and advice for students. Any advertising of external events by parents/carers and employers will also be published on our website and social media sites, where relevant to our students.

18.4 The school will work closely with a wide range of organisations, including: the SEND Careers Hub, Careers HUB network, Plymouth City Council – Cornwall and Devon County Councils, LaunchPad Plymouth, ASK Apprenticeships, Careers South West, Speakers for Schools, Work IT and any other providers who are deemed relevant in supporting the career pathways of our students, to ensure we provide a comprehensive Careers Programme.

19. Whole school approach

- A key principle of provision at ACE is that all curriculum subject areas can contribute to Careers Education, Information, and Guidance.
- We acknowledge it is the responsibility of each teacher within our school to seek out students' views, interests and aspirations and respond to these accordingly – e.g. ensure displays acknowledge students' interests and aspirations.
- Teachers can invite organisations into the school to further inform students aspirations.
- Teachers within KS4 will have the responsibility of working alongside the Careers Lead to record the information necessary for each student's Post-16 Provider (FE colleges/employment) using this information to inform the USP.
- Subject teachers – all staff - can encourage and inform students as to how subject skills and knowledge are relevant to specific careers.^{1`}
- Careers Lead will look for opportunities to invite employers and employees into school and/or to visit local businesses and organisations, working in accordance with our Visitor's Policy and associated risk assessments.
- All staff will respond to any careers-related queries that they may receive from students and their families and know how to obtain more specialist advice when it is required, liaising with the Careers Lead for further advice and guidance as/when necessary.

20. References

The Gatsby Benchmarks [Good Career Guidance | Education | Gatsby](#)

The Career Development Institute Careers Framework <https://www.the CDI.net/write/BP556-CDI-Framework-web.pdf>

Skills Builder [The Skills Builder Partnership](#)

[Skills Builder Homezone](#)

Careerpilot [Careerpilot : Plan your future work & study](#)

Skills LaunchPad Plymouth [Home | Skills Launchpad Plymouth](#)

LMI – Labour Market Information [30a725 \(adviza.org.uk\)](#)

21. Monitoring, evaluation and review

This policy will be reviewed annually to ensure that legislation and best practice can be updated.

22. Linked policies

RSE Policy

Provider Access Policy

Appendix 1 – Skills Builder

Content

1. Intent/ Our Aims
2. Implementation/ Our Skills Builder Strategy
3. Impact/ Our Impact

1. Intent/ Our Aims

We want our students to build the essential skills they need to succeed.

It has never been more important to build a set of essential skills to succeed in life for our pupils: the ability to creatively solve problems, to self-manage, to communicate effectively, and to work well with others. These are skills that are needed to do almost anything well.

Research has shown that building these eight essential skills can support the emotional wellbeing and academic success of children and young people, as well as preparing them for life beyond school. Therefore, at ACE Schools Plymouth, we are working with The Skills Builder Partnership to ensure every learner has opportunities to build eight essential skills to support them now and in the future.

Our starting point is eight essential skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.



These eight skills are laid out in the Skills Builder Universal Framework. The Skills Builder Universal Framework breaks down eight essential skills into 16 teachable, measurable steps. It outlines what progress looks like for students of all ages and abilities.



At ACE Schools Plymouth, we are using the Skills Builder Universal Framework to support students to:

- EHCPs
- Careers link
- Transferrable skills
- USP
- Underpin the curriculum
- Lifelong skills & personal development



2. Implementation/ Our Skills Builder Strategy

How students learn, how they are rewarded, what that looks like across the school.

- Visual icons on display across the bases and incorporated into assemblies in primary
- Students rewarded for development of essential skills
- Key part of staff briefings
- Monitoring occurs in different ways: staff assessment, student self-reflections and work
- Weekly access to bespoke, explicit skills lessons
- Skills interwoven into curriculum and clubs - every unit of work taught will have explicit reference to the skills (curriculum outcome is linked)
- Skills builder is used in an intervention tool on every base, 1-1 working with students on a focus step linked to student's personal targets
- External visitors encouraged to speak about the essential skills

Focus Skills:

Term	Focus Skills
Autumn 1	Teamwork
Autumn 2	Leadership
Spring 1	Staying Positive; Problem Solving
Spring 2	Speaking; Listening
Summer 1	Aiming High
Summer 2	Creativity

Building Essential Skills at home: [Skills Builder Homezone](#)



3. Impact/ Our Impact:

The Skills Builder Award is achieved by schools and colleges who are demonstrating best practice through the embedding of the Skills Builder Principles. These six principles are informed by both the theory and evidence for what works in building skills, and confirmed by the practical experience of hundreds of schools and colleges over a decade.

They are:



**Keep it
simple**



**Start early,
keep going**



**Measure
it**



**Focus
tightly**



**Keep
practising**



**Bring it
to life**

Together, these principles help to structure a comprehensive, effective approach to ensuring that every pupil is able to build their essential skills to a high level during their time in education.

ACE Schools Plymouth currently holds a Skill Builder Gold Award. Our Case Study is featured on the Skills Builder Case Study Showcase – you can read it [here](#).

Appendix 2 – Version Control Amendments

Version No	Date	Summary of Changes
1	Sept 2023	Updates and new format created
1.1	Oct 2023	Minor amendments, moved to CPG sign off
1.1	Oct 2023	CPG approved 27.10.23