

JOHN TAYLOR MULTI ACADEMY TRUST



Careers Education, Information Advice and Guidance (CEIAG) Provision in Schools

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Author: A Spencer

1.0 Introduction

Rationale for CEG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the provider that all learners need a planned programme of activities to help them choose 14-19 options that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

The careers provision of John Taylor MAT is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A1, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008 and the School Information (*England) Regulations 2008.

Our provision is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see individual schools' provider access policy statement, which you can find on their websites.

Our provision is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our schools will secure independent careers guidance from year 7 (instead of from year 8, previously)
- John Taylor MAT schools will provide and publish careers guidance
- John Taylor MAT schools will publish information about their careers programme on their website.
- John Taylor MAT schools will also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with individual schools provider access policy statement, which sets out how our school meets this duty, and can be found on their websites.

Commitment

John Taylor MAT is committed to ensure learners have access to a source of careers guidance which is independent and external to the school. Personal guidance does not have to be external – it can be delivered by MAT staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 7-13 and to provide extra support as required for learners with additional needs.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

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 work places
7. Encounters with further and higher education
8. Personal Guidance

John Taylor MAT endeavours to follow best practice guidance from the careers profession and from other expert bodies, such as Ofsted.

Development

This provision was developed and is reviewed biennially in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key policies and procedures especially those for teaching and learning, assessment, recording and reporting achievement, P&RSHE, equality and diversity, developing the very able, looked after children and special needs.

2.0 Objectives

Learners' needs Objectives

The careers provision is designed to meet the needs of all learners in our schools. Activities are **adapted** and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment.

Entitlement

Learners in years **7-13** are entitled to access independent and impartial careers guidance provided by partners that meet quality standards for careers guidance other than those employed by John Taylor MAT. **Learners will also be provided with a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.** These should promote the best interests of learners rather than those of the institution and include information on all options available

16-18, including Apprenticeships. Activities are embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will contribute to raising aspirations, challenging stereotyping and promoting equality and diversity.

3.0 Implementation

Management

John Taylor MAT schools will ensure that a member of the Senior Leadership Team has responsibility for Careers provision. This area will also be supported by a link governor and middle leaders, including a named Careers leader who has completed the relevant training.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the pastoral team within the Tutor programme. This CEIAG programme is planned, monitored and evaluated by the Careers leader, in consultation with the senior leadership team. Up to date careers information is available and accessible to all learners. Administrative support is available to the Careers leader.

Curriculum

See Appendix (to be added locally by the school)

Work Experience Provision

See Appendix (to be added locally by the school)

Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Careers leaders will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Assessment and accreditation	The intended career learning outcomes for learners are based on the Career Development Institutes Education Framework and Gatsby Benchmarks. These documents can be obtained from the school office either electronically or as a paper copy.
Partnerships	An annual Partnership Agreement is negotiated between us and the Local Authority/ careers guidance provider which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with other settings, external agencies and the community including business.
Resources	Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The CEIAG leader is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.
Staff development	Staff training needs are identified in conjunction with the CPD coordinator, who endeavours to meet training needs within a reasonable period of time.
Monitoring, review and evaluation	Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following mock interviews during Year 10 and work experience in Year 12. Pupils develop a profile on career platforms through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers leader. All John Taylor MAT schools are encouraged to fully utilise Compass Plus and are expected to complete termly compass evaluations against the Gatsby Benchmarks working with the Careers and Enterprise Company to make further improvements to their provision. The Partnership Agreement with the Local Authority/Careers Guidance provider is reviewed regularly. The programme is reviewed annually by the subject leader and careers guidance practitioner using the local quality standards for CEIAG to identify areas for improvement, alongside other stakeholder voice results. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed. A report is submitted to the senior leadership team and governors. Evaluation of all aspects of CEIAG is undertaken annually using approved quality assurance products.

Local arrangements for each school will be provided via their website.