



# Careers Education, Information, Advice and Guidance Policy

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## **Contents**

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

<b>Appendix 1</b>	<b>Summary of the Gatsby Benchmarks</b>
<b>Appendix 2</b>	<b>Careers Programme</b>
<b>Appendix 3</b>	<b>Provider Access Policy</b>

## **Linked Documents**

Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE, January 2023)

Equality Policy LCES 2022

## Careers Education, Information, Advice and Guidance Policy

### 1.0 School Vision

- 1.1 Ludlow CE School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.
- 1.2 The Local Academy Board have, therefore, approved this policy in order to provide a clear commitment to, and framework for, Careers Education, Information, Advice and Guidance.

### 2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable, and reflects our commitment to supporting our young people as they take the next step in the journey into adulthood.
- 2.3 The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges' (DfE, January 2023)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at Ludlow CE School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives:**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
  - 3.1.1 To ensure that all students at the school receive a stable careers programme
  - 3.1.2 To enable all students to learn from information provided by the career and labour market
  - 3.1.3 The CEIAG programme should be individual and address the needs of each student
  - 3.1.4 To link the curriculum learning to careers learning
  - 3.1.5 To provide students with a series of encounters with employers and employees
  - 3.1.6 To provide students with experiences of workplace(s)
  - 3.1.7 To ensure that students have a series of encounters with further and higher education
  - 3.1.8 To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
  - 4.1.1 All registered students at the school must have access to independent careers advice in Years 7 to 11
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - 4.1.3 This advice must cover a range of education or training options
  - 4.1.4 This guidance must be in the best interests of the student
  - 4.1.5 There must be an opportunity for education and training providers to access students in Years 7 to 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

- 4.3 Ludlow CE School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme, as well as by external stakeholders who assess the work of the school (e.g. Academy Improvement Partner or Ofsted)

## **5.0 Local Academy Board Responsibilities**

- 5.1 The Local Academy Board (LAB) will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
  - 5.1.1 based on the eight Gatsby Benchmarks
  - 5.1.2 meeting the school's legal requirements
- 5.2 The LAB will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 to 11.
- 5.3 There will be a member of the LAB who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All students in years 7-13 are entitled:
  - 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
  - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
  - 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities

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

## **7.0 Monitoring, Evaluation and Review**

- 7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored

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

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

7.2.1 Feedback from stakeholders through mechanisms such student and parent surveys

7.2.2 Feedback from external visitors to the school such as the Academy Improvement Partner or Ofsted

7.2.2 the number of students who are NEET in October, having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

- 7.3 The Local Academy Board of Ludlow CE School will review this policy every three years.

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<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 and appropriately trained person responsible for it.</li> <li>☑ The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>☑ The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>☑ By the age of 14, all students should have accessed and used information about career paths and the 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>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<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 systematic records of the individual advice given to each student, and subsequent agreed decisions.</li> <li>☑ All students should have access to these records to support their career development.</li> </ul>

		<p>☑ Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</p>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>☑ By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p><b>5. Encounters with employers and employees</b></p>	<p>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.</p>	<p>☑ Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p><b>6. Experiences of workplaces</b></p>	<p>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.</p>	<p>☑ By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>☑ By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>
<p><b>7. Encounters with further and higher education</b></p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>☑ By the age of 16, every student 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 students.</p> <p>☑ By the age of 18, all students who are considering applying for university should have</p>

		<p>had at least two visits to universities to meet staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>☑ Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

There is a standard programme, each academic year, with additional activities provided, where possible.

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Oakerwood (Team Building; resilience; Life Skills)</li> <li>• START Profile (Login details provided to students and parents/carers via website)</li> <li>• KS3 Award (Volunteering opportunities in the local community)</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> <li>• Virtual assemblies: Local colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Y10 Work Experience Tutor time feedback, Q&amp;A</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Careers Convention</li> <li>• Live presentation story from Armed Services Engagement Group (Virtual)</li> <li>• START Profile (Login details provided to students and parents/carers via website)</li> <li>• KS3 Award (Volunteering opportunities in the local community)</li> <li>• STEAM Event</li> <li>• Y10 Work Experience Tutor time feedback, Q&amp;A</li> <li>• Careers Newsletter Tutor time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship Show – advertised to all students</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> <li>• Virtual assemblies: Local colleges</li> </ul>	<ul style="list-style-type: none"> <li>• The Real Game/Money Matters, using Nationwide Building Society resources (Maths SOW Summer HT1).</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> <li>• Y10 Work Experience Tutor time feedback, Q&amp;A</li> <li>• Residential: Arthog (Life Skills; Resilience; Team Building)</li> </ul>

<p><b>Year 9</b></p>	<ul style="list-style-type: none"> <li>Options Launch: Parents/carers/Carers and students provided with user guides explaining post-16 choices (Apprenticeships, A-Level, BTEC)</li> <li>Careers appointments prioritised for Y9, focus on PPG, SEND, MA, boys, during Y11 mock week</li> <li>Careers Convention</li> <li>START Profile (Login details provided to students and parents/carers)</li> <li>DofE launch</li> <li>KS3 Award (Volunteering opportunities in the local community)</li> <li>Careers Newsletter Tutor Time (links to virtual events)</li> <li>Careers update in whole school newsletter to students and parents/carers</li> <li>Visit to Tapas Restaurant (communication skills; employer encounter)</li> <li>Visit to Primary School (Spanish) – (communication skills; Career Pathways)</li> </ul>	<ul style="list-style-type: none"> <li>VTT Day: Planning my Future: Encounters with local employers, post-16 pathways advice and guidance</li> <li>Options talk (AimHigher/NCOP)</li> <li>Careers appointments with school Adviser (1:1, small group, reflecting common interests, vulnerable groups) Options focus</li> <li>Apprenticeship Show – advertised to all students</li> <li>Careers Newsletter Tutor Time (links to virtual events)</li> <li>Careers update in whole school newsletter to students and parents/carers</li> <li>Department based GCSE Options launch (Link with Career Pathways)</li> <li>Taster sessions of GCSE subjects</li> <li>Virtual assemblies: Local colleges</li> </ul>	<ul style="list-style-type: none"> <li>University visit to Worcester (AimHigher) for whole of cohort</li> <li>Careers appointments with school Adviser (1:1, small group, reflecting common interests, vulnerable groups)</li> <li>Careers Newsletter Tutor Time (links to virtual events)</li> <li>Careers update in whole school newsletter to students and parents/carers</li> <li>‘Become a Hero’ NCOP (Raising Aspirations in boys)</li> <li>RAF – Ready, Steady, Cook (employer encounter)</li> <li>Pre-work experience visit</li> <li>Work Experience Week</li> <li>Fast Fashion ‘Alternative Prom’ (organising event, business set up, marketing)</li> <li>Health and Safety at Work</li> <li>NCOP Assembly</li> </ul>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>Careers Convention</li> <li>Work Experience launch</li> <li>Letters to employers/1:1 contact (Work Experience requests)</li> <li>COPE Group visit Shrewsbury and Hereford Colleges, County Training and local employers, throughout the year</li> <li>Citizenship sessions: College applications</li> <li>START Profile (Login details provided to students and parents/carers)</li> <li>Ludlow College PE pathways</li> <li>Continue D of E</li> <li>Careers Newsletter Tutor Time (links to virtual events)</li> <li>Careers update in whole school newsletter to students and parents/carers</li> <li>Pentabus Theatre Company performed Little Bits of Ruined Beauty by Tom Wenworth, on 17<sup>th</sup> October 2022. The play was</li> </ul>	<ul style="list-style-type: none"> <li>START Profile (Login details provided to students and parents/carers)</li> <li>Work Experience</li> <li>‘Where to Next’ forms</li> <li>Apprenticeship Show – advertised to all students</li> <li>Citizenship sessions: College applications</li> <li>‘Speak Out’ – Speakers Trust</li> <li>Careers appointments (Parents/carers, carers, student @ Y10 PTCE)</li> <li>Careers Newsletter Tutor time (links to virtual events)</li> <li>Careers update in whole school newsletter to students and parents/carers</li> <li>Virtual assemblies: Local colleges</li> <li>RAF – Ready, Steady, Cook</li> </ul>	<ul style="list-style-type: none"> <li>Tutor time small group Careers appointment</li> <li>Post-16 Pathways talks (AimHigher/NCOP) – Raising Aspirations</li> <li>Taster Day at Ludlow College</li> <li>Citizenship sessions: College applications</li> <li>‘Speak Out’ Final</li> <li>MCMT Trip (STEM) University of Worcester</li> <li>‘Because you are a girl’ – Challenging gender stereotypes</li> <li>Careers Newsletter Tutor Time (links to virtual events)</li> <li>Careers update in whole school newsletter to students and parents/carers</li> </ul>

	performed to the Y10 GSCE Drama class, followed by a Q&A session with the actors and Artistic Director of Penatabus		
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Ludlow Food Festival (GCSE Food group)</li> <li>• Careers Convention</li> <li>• Continue D of E</li> <li>• COPE Group visit Shrewsbury and Hereford Colleges, County Training and local employers throughout the year</li> <li>• START Profile (Login details provided to students and parents/carers)</li> <li>• Ludlow College PE Pathways</li> <li>• Careers appointments (parents/carers, carers and students) at PTCE</li> <li>• Information to parents/carers/carers – ‘Post-16 Pathways explained’</li> <li>• Army: Careers in the Armed Forces</li> <li>• Army: Application form - general</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Post-16 provider interviews</li> <li>• NCOP</li> <li>• Apprenticeship Show – advertised to all students</li> <li>• Motivational Speaker (AimHigher) (tbc)</li> <li>• Assembly for HWTG re apprenticeships (tbc)</li> <li>• RAF Careers Pathways</li> <li>• RAF: Interview skills workshops</li> <li>• Ludlow College session ‘Why choose Criminology and Psychology at A Level</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> <li>• Assemblies - Shrewsbury, Hereford and Ludlow Colleges (Virtual)</li> <li>• Virtual assemblies: Local colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Post-16 provider interviews</li> <li>• AimHigher ‘Where your subjects can take you.’</li> <li>• Careers Newsletter Tutor Time (links to virtual events)</li> <li>• Careers update in whole school newsletter to students and parents/carers</li> </ul>

### Introduction

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

### Student entitlement

All students in Years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, workshops, group discussions, careers adviser appointments and taster events;
- to understand how to make applications for the full range of academic and technical courses

**For students at compulsory school age these encounters are mandatory and there will be a minimum of one encounter for Year 7, two encounters for every young person in Years 8 to 9 and two encounters for Years 10 and 11.**

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (Including the opportunity to meet staff and students from the provider)
- answer questions from students.

### Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider.

We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#).

### Previous providers

In previous terms/years, we have invited the following providers from the local area to speak to our students:

- Ludlow Sixth Form College (A-Levels)
- Herefordshire and Ludlow College (BTEC Diplomas and Apprenticeships)
- Herefordshire and Worcestershire Group Training Apprenticeships (Apprenticeships)
- Holme Lacy College (Agriculture and animal care)
- University of Worcester

### Destinations of our students

Last year, our Year 11 students moved to a range of providers in the local area after school:

In rank order:

- Herefordshire and Ludlow College
- Ludlow College
- Hereford Sixth Form College
- Holme Lacy College
- Shrewsbury Colleges Group
- Walford and North Shropshire College

### **Opportunities for access**

Ludlow School offers the required number of encounters required by law:

- Every year, from the age of 11, students should participate in at least one meaningful encounter\* with an employer.
- \* A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. [www.gatsby.org.uk](http://www.gatsby.org.uk)

This is in addition to a number of additional events, integrated into the school's careers programme. We will offer providers an opportunity to come into school to speak to students, particularly at key transition points.

### **Premises and facilities**

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations and displays. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at school Reception, for the attention of Alex Griffiths-Jones, CEIAG Lead, who is available at lunchtimes for students to speak to, along with scheduled appointments. Parents and Carers are also encouraged to contact the CEIAG lead with any post-16 query they may have.

### **Procedure for the management of provider access requests**

A provider wishing to request access should contact:

Alexandra Griffiths-Jones

CEIAG Lead

01584 872691

[a.griffiths-jones@ludlowschool.com](mailto:a.griffiths-jones@ludlowschool.com)

### **Complaints**

Any complaints with regards to provider access can be raised following the school complaints procedure.

**Premises and facilities**

The school will make the main hall, classrooms, or private meetings rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the IAG Manager.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the IAG Manager for distribution in school.