




SETTLEBECK SCHOOL

Careers Education, Information, Advice and Guidance (CEIAG)

Careers Lead	
Name:	Ms Sally Ingham (Assistant Headteacher)

Approved by:	
Name:	Peter Irvine
Position:	Chair of Governors
Signed:	
Date:	November 2024
Review date:	Autumn 2025

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	Dec 21
2	Reviewed in line with the policy schedule including reference to changes in statutory guidance	March 2023
3	Reviewed in line with policy schedule with sections rewritten and updated.	Nov 2024

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Aims

This policy aims to set out the school's provision of impartial and informed careers guidance for our pupils. This includes ways in which pupils, parents, teachers and employers can access information about our careers programme.

High quality careers guidance is important for our pupils' futures and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills;
- Provide experience and a clear understanding of the working world;
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them;
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training;
- Promote a culture of high aspirations and equality of opportunity.
- Ensure they receive the support and guidance needed.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997;
- The Education and Skills Act 2008;
- The School Information (*England) Regulations 2008;
- Skills and Post-16 Act 2022;
- Education (Careers Guidance in Schools) Act 2022.

This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website.

Context

Settlebeck School is an 11-16 academy, serving wide catchment area. Our students must progress to other institutions to continue their studies and as such we ensure that appropriate, impartial advice and guidance is available, including information and support regarding A' Levels, T Levels, Level 2 and 3 courses and apprenticeships.

We are committed to providing all students with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities and work experience. Our curriculum has been carefully developed in line with the Gatsby Benchmarks for ensuring best practice and to meet the requirements of the Department of Education statutory Careers guidance and access for education and training providers (2023)

We recognise that too many young people leave the county after receiving a very good education from the area's successful schools and as such our demographic is aging rapidly. We know that there is a high local demand for young people with high skill levels to join the local labour market and to make their contribution to the future of the local economy. By 2024 it is estimated that over 54,000 jobs will become available in Cumbria. But there will only be 18,000 school leavers in the same time period, creating a shortfall of 36,100.

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.

Roles and Responsibilities

Careers Lead

Ms. Sally Ingham, Assistant Headteacher has responsibility for careers education, information, Advice and Guidance at Settlebeck School. Ms. Ingham can be contacted by phoning 015396 20383 or emailing inghams@settlebeck.org. All teaching staff contribute to the implementation of this policy through their role as Form Tutors and as subject specialists.

Our careers lead is a member of the Senior Leadership Team and will:

- Take responsibility for developing, running and reporting on the school's career programme;
- Plan and manage careers activities;
- Support teachers to build careers education and guidance into subjects across the curriculum;
- Establish and develop links with employers, education and training providers, and careers organisations;
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans;
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice;
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

Senior Leadership Team

Our Senior Leadership Team will:

- Support the careers programme;
- Support the careers leader in developing their strategic careers plan;
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard;
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement;
- Network with employers, education and training providers, and other careers organisations;

Local Academy Board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements;
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement;
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils;
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships;
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website;
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

Careers Provision

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including discreet lessons, tutorial sessions, displays, events, guest speakers, work experience, and visits.

All students are entitled to;

- Receive a stable careers programme from Year 7 that continues until they leave school in Year 11;
- Be provided with a minimum of **4 encounters** with technical education or training providers;
- Receive relevant impartial careers advice and guidance, including labour market data where relevant;

- Receive personal advice that helps them to achieve their individual career goals;
- Be equipped with the necessary skills to prosper in future study and employment;
- Have the relevant knowledge and skills to set realistic goals based on their own interests and skills, whilst considering local job market information about careers and skills development opportunities;
- Receive up to date information about careers and skill development opportunities;
- Understand how different subjects help to keep different options open;
- Have access to additional support, whether this is required as a result of a change of decision, personal circumstances or additional needs;
- Have the opportunity for work experience.

Access to our careers programme information

A summary of our schools' careers curriculum and provision is published on our website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request additional information about the careers programme by contacting Ms. Ingham, ingham@settlebeck.org or 015396 20383

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.

Our careers lead 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.

Our careers lead 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.

Provider access

This statement sets out the school's arrangement for managing the access of providers to students at the school for the purpose of giving them information about the provider's education, training offer, or skills set, and pathway needed for access to the career and education sector that provider represents. This complies with the school's legal obligations under Section 28 of the Education Act

All students Year 8-11 are entitled to:

- Find out about technical education, qualification and apprenticeship opportunities, as part of a careers programme that provides information on the full range of education and training options available at transition points;
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through events, assemblies and taster events.
- Understand how to make applications for the full range of academic and technical courses.
- A minimum of 6 encounters with technical education and training providers: 2 encounters must.

Management of Provider access requests

Any provider wishing to request access should contact: Ms. Sally Ingham, Assistant Headteacher and Careers Lead via ingham@settlebeck.org or 015396 20383

We welcome input into our careers provision from employers, Further and Higher education and apprenticeship providers. Our connections include former students, local employers, parents and Post 16 providers and we are keen to broaden this participation.

Outside agencies are also invited to support the curriculum in all subject areas.

Monitoring and Review

This policy and the information included, and its implementation will be monitored by the Local Academy Board and reviewed annually.