

# THE LION WORKS SCHOOL POLICY



## Careers (CEIAG) Policy

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<b>Approved by:</b> Bruno Davis, CEO	<b>Date of approval</b> September 2024
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## 1. School Vision

The Lion Works School seeks to maximise the life chances and opportunities of all of our children and young people, so we are committed to effectively preparing all our students for life beyond school and college. We are constantly striving to equip all our students with the knowledge, skills and attributes they need to overcome challenges they may face and enable them to lead happy, purposeful, productive, and successful lives and be fulfilled by making a positive contribution to their communities.

## 2. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five. It 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 and within our sixth form. The policy has been reviewed in line with the recently published DfE guidance document '[Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff](#)'. (DfE, January 2018).

We incorporate the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance as we adhere to their principles of what good Careers education, information and guidance looks like. They can be seen in Appendix 1 of this policy.

This policy also 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. We provide events and opportunities across Key Stages and in all years and we implement these to maximise the anticipated impact of these events upon all students at the school in order to give them a fully informed picture as far as possible of the world of education, employment and training.

All members of staff at The Lion Works 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 Lead.

We firmly believe that it is therefore important that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make decisions about their own lives. We effectively prepare them for the transition from full time education to the world beyond as they prepare for adulthood. This policy also informs our strong focus on these aspects of personal and social development and links to our PSHE Curriculum.

## 3. Legislation and Guidance

This policy has been written with reference to and understanding of the following legislation and guidance:

Department for Education: [Careers Statutory Guidance for Schools](#)

Gatsby Benchmarks: <https://www.goodcareerguidance.org.uk/benchmarks-and-background>

Careers Strategy: <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

Ofsted Education Inspection Framework: <https://www.gov.uk/government/publications/education-inspection-framework>

Ofsted School Inspection Handbook: <https://www.gov.uk/government/publications/education-inspection-framework>

The Independent School Standard: <https://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

The Education and Skills Act 2008: <https://www.legislation.gov.uk/ukpga/2008/25/contents>

The School Information Regulations 2008:  
<https://www.legislation.gov.uk/uksi/2008/3093/contents/made>

The school is aware of the [Skills and Post 16 Education bill 2022](#) and will incorporate this into the school's careers planning from September 2023.

#### 4. Aims and Objectives

The Lion Works School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clear 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.

**The aims and objectives of our Careers Education, Information, Advice and Guidance policy are:**

- To ensure that all students at the school receive a well-planned, cohesive and stable careers programme in line with the Gatsby Benchmarks
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link their curriculum learning to careers learning
- To provide students with a series of meaningful encounters with employers and employees
- To provide students with experiences of the workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance
- To provide each students with career guidance and aspirations free from gender stereotypes, has limited horizons or in anyway discourages higher education

The current CEIAG practice at the school provides a careers-based programme of study to learn more about work related learning skill sets, application processes and interview skills, along with labour market information.

Our curriculum and Careers Action plan that sits behind the School Development plan endeavours to make more links to job sectors and develop our Careers offer. There is information available and accessible throughout the school on display boards and in our Careers Hub.

Students are provided with various careers and work-related opportunities and invited and encouraged to attend a wide variety of trips. These include: Open Days at local colleges and universities, visits to local businesses and Volunteer fairs where they can gain knowledge and understanding of a variety of Post-16 pathways. Parents, staff and their connections are also actively sought to contribute to this programme by volunteering their time in delivering assemblies and talks about their experiences of the world of work and the various routes they have taken into education, employment and training. This enriches our offer and presents our students with real life contextual experiences that they can easily relate to and continue to process, discuss and reference after the event to secure their understanding.

Due to the nature of the needs of many of our students, they will require job coaches and extensive support to enable them to be successful in work experience placements, so we carefully and gradually introduce the work experience programme. We expect that all our KS4 and KS5 students will experience some form of suitable work places for each individual's interests and needs.

We have established links with our local colleges in Bournemouth and Poole that will allow our KS5 students to attend college on a course of their choice on a part-time basis and thus provide them with a supportive and extended transition to college if that is the pathway they choose.

All our students are offered personal advice and guidance by external careers counsellors during the year and each student has their own action plan provided for them.

We also provide an exciting Careers Day in March where students are able to experience visiting professionals and inspirational speakers.

As a school we are committed to supporting every student to make informed choices on a wide range of opportunities to plan their individual pathways for Post-16 and aim to build their understanding, confidence and reassurance to each of our students to develop these skills for life.

## **5. Roles and Responsibilities**

### **The school has a series of statutory duties:**

- All registered students at the school must receive independent careers advice in Years 7-11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the student
- There must be an opportunity for education and training providers to access students in Year 7-11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to students (see Appendix 2)
- This policy and these arrangements must be published.
- 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.

**The Headteacher will ensure that:**

- the work of the Careers Advisor and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- the effectiveness of this policy will be measured in a variety of ways:
  - o feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey
  - o feedback from external visitors to the school such as a School Improvement Partner (SIP) or a regulatory body or an agency they use
  - o 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

**The Careers Lead will:**

- Promote and oversee the arrangements for implementing Careers Education in the school
- Support all staff in delivering and meeting their statutory duties
- Plan and review our curriculum for careers and signpost or prepare resources
- Actively seek and deliver a range of encounters and opportunities for our students in the realms of education, employment and training
- Liaise with our external, independent CEIAG Advisors (SAMEE: <https://samee.co.uk/>) and ensure that all students have the opportunity for impartial careers advice through 1:1 sessions

**All Staff will:**

- Promote and deliver the careers programme
- Ensure that students are aware of the whole range of opportunities available to them beyond school
- Encourage and support work related learning opportunities

**The School Board 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.
- Ensure that this policy is based on the eight Gatsby Benchmarks and meets the school's legal requirements
- Ensure that school leaders are equipped to put arrangements in place to allow a range of educational and training providers to access students in Years 7 – 11.
- Include a strategic interest in CEIAG for the Teaching and Learning Board member and encourage employer engagement

## **6. Provider Access**

This section should be read in conjunction with our separate PALs Policy. This further details how the school manages access to providers for students at the school in order to give them information about a range of information on a provider's education or training offer. This enables us to demonstrate compliance with the school's legal obligations under Section 42B of the [Education Act 1997](#). The school also complies with update guidance the [Education \(Careers Guidance in Schools\) Act 2022](#).

### **All students in years 7-13 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

Appendix 2 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. The school will then work with providers in order to identify the most effective method for them to share information about their education and training provision.

## **7. Monitoring and Review**

The school will continuously monitor its CEIAG offer and seek further improvement. This will be instigated and led by the Careers Lead, but will involve the whole team in its design and delivery of the programme. This will also incorporate any areas of strength and areas of improvement identified internally and externally by other recognised stakeholders who assess the work of the school (eg. any School Improvement Partner, Local Authority Advisors or Ofsted).

The CEO will approve this policy annually with the support and guidance of the School Board.

### **7. Links to other Policies**

- PALs Policy
- PSHE Policy

## Appendices

### Appendix 1: The Gatsby Benchmarks

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## THE BENCHMARKS

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1	<b>A STABLE CAREERS PROGRAMME</b>	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.
2	<b>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b>	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.
3	<b>ADDRESSING THE NEEDS OF EACH STUDENT</b>	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.
4	<b>LINKING CURRICULUM LEARNING TO CAREERS</b>	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.
5	<b>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	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.
6	<b>EXPERIENCES OF WORKPLACES</b>	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.
7	<b>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	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.
8	<b>PERSONAL GUIDANCE</b>	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. They should be expected for all students but should be timed to meet their individual needs.



## **Appendix 2: Application for Provider Access**

### **Introduction**

This document 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 7-13 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.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact the school direct who will forward on to the Careers Lead or a member of SLT.

Telephone: 01202 113707

Email: [hello@thelionworksschool.org](mailto:hello@thelionworksschool.org)

#### **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on request.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

### Appendix 3: Destinations Data

Due to the school's small size the data published is not desegregated into specific categories. This would lead to an undue risk of identifying specific students and releasing their personal data. As a data controller the school cannot do this.

Guidance has been reviewed from [DFE Destinations good practise guide for publishing](#)

#### Destinations data 2020-2021

%	Apprenticeship	FE college	School sixth form	Employment or training	Other	Sustained at 6 months
	50	50	N/A	0	0	50

#### Destinations Data 2021-2022

%	Apprenticeship	FE college	School sixth form	Employment or training	Other	Sustained at 6 months
	14	29	43	14	14	100

#### Destinations data 2022-2023

%	Apprenticeship	FE college	School sixth form	Employment or training	Other	Sustained at 6 months
	14	14	43	14	14	N/A

#### Destinations data 2023-2024

%	Apprenticeship	FE college	School sixth form	Employment or training	Other	Sustained at 6 months
						N/A

**Appendix 4: Useful Information from:** [Gatsby Benchmarks Leaflet for Schools](#) and [Useful Links for Careers Leads in Schools](#)

Resources for SEND Specialists: <https://resources.careersandenterprise.co.uk/for/send>

Compass School Evaluation Tool: <https://tools.careersandenterprise.co.uk/oauth/login/classic>

The Career Development Institute: <https://www.thecdi.net/>

Give an Hour Campaign - Greater Lincolnshire LEP:

<https://www.thefuturefocus.co.uk/media/zdkb0ixg/669-gl-lep-ean-flyer.pdf>

GoCompare - The UK's Riskiest Jobs: <https://www.gocompare.com/life-insurance/uk-riskiest-jobs-report/#GoCompare>

Careers Lead Training from The Careers and Enterprise Company:

<https://www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/>

USEFUL ORGANISATIONS  
AND RESOURCES

There are many organisations and sources that provide advice, support and information in order to deliver good career guidance. Some examples are set out below.

DEPARTMENT FOR EDUCATION	The Department for Education has produced statutory guidance for governing bodies, school leaders and school staff on providing careers guidance and inspiration.
THE CAREERS AND ENTERPRISE COMPANY	The Careers and Enterprise Company works with schools, Local Enterprise Partnerships (LEPs) and businesses to support the careers of young people. <a href="https://www.careersandenterprise.co.uk">careersandenterprise.co.uk</a>
NATIONAL CAREERS SERVICE	The National Careers Service provides career advice for 13–19 year olds via phone and web.
APPRENTICESHIPS	Apprenticeships are a route valued by government and employers, combining study with practical experience in the workplace. Search GOV.UK for the latest information and updates on apprenticeships.
UCAS	The UCAS website provides a range of career-related resources for students. <a href="https://www.ucas.com">ucas.com</a>
NATIONAL GOVERNANCE ASSOCIATION	The National Governance Association, NGA, has guidance for school governors.
CAREERS ENGAGEMENT	A number of organisations have come together to produce Careers Engagement: A Good Practice Brief for Leaders of Schools and Colleges, from ASCL, NFER, ATL and IS7 Group.
CAREERS ENGLAND	Careers England provide a Quality in Careers Standard. <a href="https://www.careersengland.co.uk">www.careersengland.co.uk</a>
CAREER DEVELOPMENT INSTITUTE	A register of career guidance professionals is managed by the Career Development Institute (CDI).
MATRIX QUALITY STANDARD	There are numerous commercial providers of services to schools. Many will have the Matrix quality standard for information, advice and guidance services. <a href="https://www.matrixstandard.com">matrixstandard.com</a>
STEM AMBASSADORS AND STEMNET	STEM Ambassadors and STEMNET broker partnerships between schools and science-based employers. <a href="https://www.stemnet.org.uk">stemnet.org.uk</a>

A more detailed, regularly updated list of organisations, resources and weblinks is available at [goodcareerguidance.org.uk/support](https://www.goodcareerguidance.org.uk/support)  
You can email [careerguidance@gatsby.org.uk](mailto:careerguidance@gatsby.org.uk) with queries or suggestions.

For more information on NAHT and ASCL please visit [naht.org.uk](https://www.naht.org.uk) or [ascl.org.uk](https://www.ascl.org.uk)