



## **Careers Education, Information Advice and Guidance (CEIAG) Policy**

### **Mission Statement**

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole Sixth Forms.

### **1. Policy Statement**

Christ the King Sixth Forms is committed to offering all students and prospective students (applicants) an effective and impartial programme of Careers Education, Information, Advice and Guidance (CEIAG). Our aim is to support students in making choices which will suit their interests and abilities, sustain their personal and employability development over time and enhance their life chances.

These core aims are underpinned by our mission statement. We will work with a clear sense of purpose to achieve these aims, offering courtesy and fairness to all and respect for the rights and beliefs of all.

This Policy has been drafted in accordance with the DfE guidance: 'Careers guidance and access for education and training providers' (July 2021)

### **2. Principles and Values**

All users of our CEIAG service are entitled to a service which is:

- Of high quality, impartial and delivered by appropriately qualified and trained staff.
- Based in dedicated, open access and well signposted service areas.
- Welcoming, friendly, personalised and aspirational.

- Fully aware of and responsive to diversity, equality of opportunity and the need to challenge stereotypes.
- Designed to develop self-confidence, self-sufficiency and optimism.
- Integrated with other support services e.g. Careers, Additional Learning Support, Pastoral, Exams and Admissions.
- Structured to support the continuous improvement of the quality of students' experience and 'social capital' development - locally, nationally and internationally - through integration with: Curriculum provision and our Pastoral programme.
- Responsive to the local needs of young people through close collaboration with a range of partners.

## **2.1 Objectives for Students (prospective, current and former)**

- To make students and potential students fully aware of their entitlement to up-to-date, impartial, accessible CEIAG, to be available at all stages of their progression, from initial application through to completion of their courses and for an appropriate time after leaving the Sixth Form.
- To ensure all students make exceptional progress and move on to study or work in leading universities, companies and professions.
- To promote optimism, raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers.
- To encourage self-development through supported self-assessment of strengths, limitations, aspirations, values, needs and potential.
- To encourage the use of internally mediated (and some unmediated) information sources to explore, research and evaluate opportunities in supported internships, apprenticeships and other employment, higher education, further education and training schemes, gap year activities, internships, work experience and volunteering.
- To encourage development of employability skills/competencies, a broad understanding of the world of work and an ability to respond to changing opportunities.
- To encourage students to take advantage of work experiences/placements/mentoring / insights and the full range of other progression related insight opportunities.
- To encourage participation in continued learning, through work-based training, further or higher education.
- To help students/prospective students to establish criteria for their career management decisions and to assist them at transition stages through research, application and interview support.
- To refer students to other specialist support networks in the Sixth Forms when this is most appropriate to ensure they can address barriers to their learning and progression.
- To refer students to specialist external agencies when this is most appropriate to ensure they receive expert, realistic and unbiased support.
- To work rigorously in support of all students in their efforts to secure a viable, secure post sixth form destination appropriate to their aims, programme of study and personal circumstances.

## **2.2 Objectives for Staff**

- To ensure that CEIAG is delivered by appropriately qualified, knowledgeable and experienced staff.
- To ensure that all Careers and other staff in student support functions undertake professional training and development in line with their role, in order to be able to offer appropriate information and advice to students, parents and other sixth form staff.

- To ensure full integration between the Curriculum and Careers service.
- To ensure that the Careers service supports the different site specialisms.
- To ensure that careers information and advice is available to individual students within one week of a request for such support. Information and advice to be provided by all members of the Careers Service and appropriately trained teachers and support staff.
- To develop, on behalf of students, effective working relationships with other relevant stakeholders, including: partner schools, HE institutions, other local schools/colleges, training providers, employers and charities etc.

## **2.3 Objectives for Stakeholders**

- To create methods for the delivery of information so as to ensure parents/carers are well informed about the support offered in terms of careers support e.g. via the website, social media, emails /letters home, sixth form events, face-to-face and virtual meetings etc.
- To provide information and resources to parents/carers of prospective students to enable them to support their daughter/son with decisions on post-18 progression.
- To inform parents/carers of current students of all forthcoming events and activities relating to the students' progression journey e.g. 'Careers – how we support students' presentations, apprenticeship/employment, SEND and HE fairs, UCAS application and post-application processes, student finance, Sixth Form 'Academic Review Days', post-results services, 'Welcome New Parents' evenings, 'UCAS Early Entry Evening with Alumni,' Induction Days, enrolment etc.
- To seek parents/carers' feedback on relevant activities and events and to consider these responses carefully in the development of future provision.
- To keep the governors informed of the work related to Careers via the link governor.
- To develop mutually supportive working relationships with local schools, colleges and HE providers. These relationships to be the responsibility of the Careers Lead (with all other Careers staff and Curriculum areas as appropriate) and to be developed so as to ensure effective communication and support for students seeking alternative educational and apprenticeship opportunities. Particular relationships with organisations providing support and opportunities for SEND students to lie with the Careers Lead and the service member with specific SEND student responsibilities.
- To develop close links with alumni, employers, voluntary sector organisations, training providers and mentor organisations so as to maximise opportunities on behalf of students. These efforts are to be the responsibility of all service members, with oversight from the site Deputy Principal.
- To work closely with other support staff functions in in the sixth form so as to provide logical, effective and unified support for students, for example with: Curriculum, Additional Learning Support, Character and Wellbeing, Exams and Admissions.
- These efforts to be the responsibility of all service members, with oversight from the Deputy Principal with responsibility for Careers.

## **3. Roles and Responsibilities**

### **3.1 The Senior Leadership Team will be responsible for:**

- Appointment of the Careers staff.
- Ensuring that all staff are aware of this Policy and the accompanying strategy for development of the sixth forms careers service across each of the sites.

- Ensuring that there are sufficient, qualified and experienced staff and operational resources to sustain full and effective delivery of the service and development strategy.

### **3.2 The Board of Governors will be responsible for:**

- Ensuring the Careers provision is appropriate to the needs of each of the specialist sites.
- Appointing a 'link' governor to work with the Deputy Principal who has responsibility for careers on evaluation and development of the careers programme and provision.

### **3.3 The Deputy Principal with responsibility for Careers is responsible for:**

- Devising and delivering a high quality, stable careers programme which meets the expectations of the latest government guidance and its 'Gatsby Benchmarks'.
- Developing a strategy for ongoing development of this programme.
- Working with the link governor and SLT to ensure that the Careers Service and programme are properly resourced.
- Ensuring that the and Careers Policy is published on Christ the King Sixth Forms website.
- Ensuring that progression and destination information for all students is recorded so that destinations can be tracked and information used to improve the effectiveness of the careers service.
- Evaluation of the careers programme and subsequent measures to ensure improved relevance and effectiveness for students.
- Liaison with external partners, such as employers, partner schools, other learning & training providers, support networks, engagement agencies etc to support delivery and enhancement of the careers service.
- Liaison with Executive Principal, Deputy Principal and teaching staff to ensure careers education is embedded into the delivery of the Curriculum and subject content.
- Liaison with all other student-facing support services in Christ the King Sixth Forms to ensure that individual students are signposted to and/or receive assistance appropriate to identified needs.
- Managing a team so as to be able to support the delivery of the objectives and services set out in the Careers Strategy.

## **4. Resources**

SLT and the Governing Body commit to the recruitment of well qualified staff in order to deliver the agreed careers programme in full. The service will be supported through the allocation of a ring-fenced budget to be managed by the Deputy Principal with responsibility for Careers.

The Deputy Principal with responsibility for Careers and staff in the Careers Service have the following responsibilities with regard to resources:

- To ensure that advice and guidance are informed by up-to-date labour market information for, for example, local and regional employment trends, job vacancies, graduate employment trends, apprenticeship developments (at all levels), HE course vacancies etc.
- To ensure that comprehensive, up-to-date online and hard copy resources are available to students in the Careers libraries at all times when the areas are open.
- To ensure that relevant resources are shared with other student-facing staff in order to support their own delivery of IAG e.g. Curriculum, Additional Learning Support, Pastoral, Exams and Admissions etc.

- To ensure that the delivery of careers education through the Curriculum and Pastoral Programme is properly resourced with activities and information appropriate to the needs of different groups of students.
- To identify appropriate update and training opportunities and commit to continuous professional development as a careers professional.
- To ensure that regular opportunities exist (including by self-referral) for individual careers guidance and action planning with Subject Teachers, Additional Learning Support, Pastoral, Exams and Admissions and others as appropriate.
- To ensure the budget allocated for careers work is properly allocated in the interests of students and the objectives of the service.

## **5. Assessment, Review and Evaluation**

- To seek, record and respond to service user feedback on the undertakings of the Careers Service.
- To undertake an annual service review, including a site-based Careers action plan, and engage fully in the validation process with SLT and Governors.
- The Deputy Principal with responsibility for Careers will review this Policy every two years, following evaluation of the service and monitoring of the students' destination information on a yearly basis.

## **6. Further Information**

For further information or for any enquiries relating to the CEIAG service at Christ the King Sixth Forms, please contact:

- David Pearson, Director of Wider learning & Careers, [d.pearson@ctksfc.ac.uk](mailto:d.pearson@ctksfc.ac.uk)
- Camilla Crampton, Deputy Principal with responsibility for Careers [c.crampton@ctksfc.ac.uk](mailto:c.crampton@ctksfc.ac.uk)
- Communication with governors should be initiated through messages to the Clerk to the Governing Body, Faye Burns, [f.burns@ctksfc.ac.uk](mailto:f.burns@ctksfc.ac.uk)

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