

Hartlepool Aspire Trust

(Catcote Academy & Catcote Futures)

Policy for Careers Education, Information, Advice and Guidance (CEIAG)



Hartlepool Aspire Trust (Catcote Academy & Catcote Futures)

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Originator: Jackie McGarry

Date: July 2018

Reviewer Alan Chapman

Date: July 2018

Approver: Roger Phillips

Date: July 2018

Issue	AMENDMENT	IMPACT LEVEL	DATE
1	First Issue	Moderate	01-Jul-2018

© Hartlepool Aspire Trust, 2014. Hartlepool Aspire Trust, C/O Catcote Academy, Catcote Road, Hartlepool, TS25 4EZ
This document is licensed under a [Creative Commons Attribution-Share Alike 2.0 UK: England & Wales Licence](https://creativecommons.org/licenses/by-sa/4.0/).



Table of Contents

1	Introduction	4
2	Responsibilities	4
2.1	Head Teacher	4
3	Policy.....	4
3.1	Commitment	4
4	Aims	5
4.1	To contribute to raising achievement through high expectations of all students	5
4.2	To support inclusion, challenge stereotyping and promote equality of opportunity	5
4.3	To encourage participation in further learning and or employment	6
4.4	To develop enterprise and employment skills.....	6
4.5	To meet the needs of each and every student	6
4.6	To focus students on their future aspirations.....	6
4.7	To involve parents and carers	6
5	Student Entitlement.....	6
6	Policy Development	7
7	Links with Other Policies	7
8	Implementation.....	7
9	Equality and Diversity.....	7
10	Staffing.....	8
11	Curriculum	8
12	Partnerships.....	8
13	Resources.....	8
14	Staff Development	9
15	Monitoring and Review	9
16	Review Period.....	9
17	Definitions / Abbreviations	9
18	Records	10
19	References	10

1 Introduction

Careers education and guidance programmes make a major contribution to prepare young people for the opportunities, responsibilities and experiences of life.

At Catcote Academy and Catcote Futures, in line with our vision we will ensure that students are supported to make informed realistic decisions and to choose pathways that suit their interests and abilities.

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through carefully planned careers education and guidance and a clear and structured employability pathway, it is hoped that students will be encouraged to go on to further learning, supported internships, apprenticeships or into employment.

This policy will outline our commitment to excellence in line with our strategic aims and values.

2 Responsibilities

The following people have responsibilities under this policy.

Jackie McGarry	Employment and Careers Co-coordinator
Gillian Jewson	Careers Assistant
Jackie McGarry	Careers Lead
Paul Hewitson	Catcote Academy Careers Trustee
Roger Phillips	Catcote Futures Careers Trustee
Mark Rycraft	Enterprise Advisor
Philip Todd	Careers & Enterprise Company, Enterprise Advisor

2.1 *Head Teacher*

Alan Chapman – Head Teacher, Alan champions careers education and guidance within Catcote Academy and Catcote Futures. 10 Enterprise Commitments are fully embraced throughout the academy and a structured and stable careers programme is in place throughout the trust. At Catcote Academy and Catcote Futures we ‘focus on what our students CAN do not what they can’t.’

3 Policy

3.1 *Commitment*

Catcote Academy and Catcote Futures are fully committed to ensure that the statutory duties related to careers education are fulfilled by providing our students with a comprehensive programme of careers education, information, advice and guidance (CEIAG) for all students in years 7 – 13 and for all students in our Post 19 provision

Catcote Academy and Catcote Futures will follow the DfE 'Careers Guidance and access for education and training providers' Statutory Guidance issued January 2018, and other relevant guidance as it appears. We will work towards the eight Gatsby Benchmarks, and work with our Enterprise Advisor's to ensure every student across the trust receives comprehensive, tailored and impartial advice and guidance.

Catcote Academy and Catcote Futures endeavors' to be at the forefront of careers activity for students with SEND. Through effective collaboration across Tees Valley, working with Tees Valley Partnership, Colleges, Employers, Local Authorities, Training Providers, Work Placement Providers, students and parents, we will ensure we are developing careers activity that will enhance, enthuse and meet the individual needs of every student at Catcote Academy from Years 7 through to 13 and Post 19. We will not only follow best practice guidance but aim to set best practice in the Tees Valley.

Catcote Academy and Catcote Futures will endeavour to follow best practice guidance from the DfE and other expert bodies such as Ofsted, CDI and other published research such as the Gatsby Benchmarks.

4 Aims

The Aims of the CEIAG policy are:

4.1 *To contribute to raising achievement through high expectations of all students*

Catcote Academy and Catcote Futures **will** do this by working with all students from Years 7 – Years 13 within the academy and Post 19 students at Catcote Futures, Employability and enterprise skills are embedded within the curriculum, for example 'Path of Life', 'Speed Interviews', Employer Engagements, Training Provider and College open day and transition visits, internal, external and supported work experience placements and vocational guidance interviews. We will focus on what each student 'Can Do' and develop Individual Learning Plan (ILP) for all. Students have a well-supported and individual careers plan to consistently raise achievement.

4.2 *To support inclusion, challenge stereotyping and promote equality of opportunity*

Catcote Academy and Catcote Futures **will** do this by working with every student to identify career and employment paths that are person centred and tailored to meet individual needs. We work with a network of over 40 employers to break down barriers and perceptions of employing young people with SEND, through our employer engagement we are able to increase opportunities and steps into employment through Catcote Academy and Catcote Futures 'Stepping In', 'Stepping Up' and 'Stepping Out' Programme and real career opportunities through our Supported Internship Programme We will continue to up skill our students through our different pathways and through employer encounters.

4.3 To encourage participation in further learning and or employment

Catcote Academy **will** do this through our annual 'Choices Event' where students can meet learning and training providers. Students and their parents and carers are kept up to date with Further Education and training provider 'open' days, taster days and transitional visits will be arranged and supported when required.

Students will be offered 'mock interviews, CV writing and application writing and job searching through their employability lessons

4.4 To develop enterprise and employment skills

Catcote Academy and Catcote Futures **will** embed enterprise throughout the academy following its unique 'Enterprise Commandments'. We are fully committed to ensure that every student will have the opportunity to gain employability skills through the academies curriculum and to embed employability and enterprise skills throughout our curriculum

4.5 To meet the needs of each and every student

Catcote Academy and Catcote Futures **will** ensure that they will embed all 8 Gatsby standards that in turn will meet the needs of each and every student. Approach to careers will differentiate in accordance with Red, Blue and Yellow Pathways, ensuring that every student within Catcote Academy has had employability / careers at the appropriate level, ensuring that every student is confidently able to make realistic and ambitious choices about future courses and jobs.

4.6 To focus students on their future aspirations

Catcote Academy **will** through a planned annual Careers Plan ensure that every student will have the relevant knowledge and skills to make an informed choice about their future. Careers will be built into the curriculum, students will have at least one careers guidance interview (with a level 6 qualified careers advisor) by the age of 16 and a further interview by the age of 18.

4.7 To involve parents and carers

Catcote Academy **will** involve parents and carers through newsletters, social media, school website, careers events, EHC annual reviews Parents and carers will be kept up to date with regards to work experience placements, college interviews, taster days, transition visits and all other training or employment opportunities.

5 Student Entitlement

Careers education and guidance has never been so important, Catcote Academy and Catcote Futures fully embraces careers education and guidance, supporting statutory

requirements and working towards achieving the 8 Gatsby Benchmarks, ensuring that every student receives this entitlement.

As a student at Catcote Academy & Catcote Futures the CEIAG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life including work experience.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further education courses and employment including supported internships and Apprenticeships.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence

6 Policy Development

Jackie McGarry, Careers & Employability Co-coordinator and Gill Jewson, Careers Assistant have developed this policy in partnership with Catcote Academy Senior Leadership Team.

7 Links with Other Policies

This policy links to Strategic Aims and Mission of Catcote Academy and Catcote Futures Teaching Learning and Assessment Policies. The policy is supported by other Academy Policies e.g. PSHE, Equal Opportunities, Health and Safety.

8 Implementation

CEIAG will be co-ordinated and managed by the Careers Lead reporting to the Head teacher.

This role is supported with Key Posts, transition officer, Careers Assistant, Enterprise Adviser and Enterprise Co-ordinators

9 Equality and Diversity

Careers education is provided to all students in the academy irrespective of pathway. Students are encouraged to follow career paths that suit their interests, skills and strengths.

10 Staffing

All Catcote Academy and Catcote Futures staff contribute to CEIAG through their roles. In addition, we have employed highly skilled and suitably qualified job coaches to support students in their placements. The Careers programme is planned, monitored and evaluated by the Senior Leadership Team.

11 Curriculum

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work placements and work experience, employer engagements, work related learning and individual learning activities. Catcote Academy and Catcote Futures are uniquely placed to offer 'real' work experience within 'Catcote Metro' our retail outlet based in the town centre and 'The Vestry' coffee shop based in Hartlepool's Art Gallery. In addition, Catcote Futures Learning and Skills Centre has a variety of foundation learning programmes, eg working hair salon, horticulture, woodwork and reprographics workshop to further upskill and encourage our students to achieve their full potential.

Catcote Academy's curriculum fully supports the journey to achieving all Gatsby benchmarks.

12 Partnerships

Catcote Academy and Catcote Futures have well established partnerships in place to further enhance our careers programme and choice for all of our students. Present partners are listed below;

- Mark Rycraft, Enterprise Advisor
- Talentino Career Development Company
- Leonard Cheshire Disability
- Careers Development Institute
- Department of Work and Pensions
- The Careers and Enterprise Company
- The Tees Valley Combined Authority
- Local colleges and training providers
- Local CIAG network and SEND CIAG network
- Local Employers
- Local Authority
- Voluntary and Community Partners

13 Resources

Funding is allocated in the annual budget. Additional funding may be sought through The Tees Valley Combined Authority and The Careers and Enterprise Company.

14 Staff Development

Senior leadership team and Careers lead are responsible for the dissemination of key information to support the on-going development of CEIAG.

Staff development priorities are reviewed and planned annually and in conjunction with Performance Review process.

The quality of CEIAG will be reviewed through annual observations and teaching and learning walks.

External training will be sourced where necessary to support the careers strategy. At least one member of staff in Catcote Academy and Catcote Futures have a level 6 qualification in Careers.

Careers lead will attend local authority training and updates and disseminate information to colleagues.

15 Monitoring and Review

Catcote Academy and Catcote Futures will carry out a regular audit against the Gatsby benchmarks through The Careers and Enterprise Company, Compass Tool Senior Leadership Team will monitor progress against plan.

The programme is reviewed annually by the Careers Lead and his / her Leadership Team Line Manager. Changes and improvements to the programme are entered into the School Improvement Plan along with timescales for completion

Catcote Academy subscribes to Grofar which is used to record and monitor all careers activities, this resource quickly highlights any gaps in our provision.

Updates will be provided to the Trustees.

16 Review Period

This policy shall be reviewed every year and revised if necessary. The document will be approved by the Trustees.

17 Definitions / Abbreviations

Term	Meaning
CDI	Careers Development Institute
CEIAG	Careers Education Information & Guidance
DfE	Department of Education
EFA	Education Funding Agency
EHC	Educational Health & Care
HAT	Hartlepool Aspire Trust
ILP	Individual Learning Plan

PSHE	Personal, Social, Health and Economic
SEND	Special Educational Needs & Disabilities

18 Records

The following records are produced as a result of implementation of this Policy:

Description	Form Number	Retention Period	Storage Location

19 References