

# Hartlepool Aspire Trust

(Catcote Academy & Catcote Futures)

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



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## 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.

The Provider Access Policy Statement is no longer attached to this policy template as Appendix A. The Provider Access Policy Statement can be accessed as a standalone resource [here](#).

## 2 Responsibilities

The following people have responsibilities under this policy.

Jackie McGarry	Careers Leader
Louise Jackson	Careers Assistant
Paul Hewitson	Catcote Academy Careers Trustee
Mark Rycraft	Enterprise Advisor
Philip Todd	Careers & Enterprise Company, Enterprise Advisor

### 2.1 **CEO**

Lisa Greig, Interim CEO, champions careers education and guidance within Catcote Academy and Catcote Futures. 10 Enterprise Commitments, Correct Skills and Skills builder are fully embraced throughout the Trust 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 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008

- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2021) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Child Protection and Safeguarding Policy
- Teaching Learning and Assessment Policy
- Equal Opportunities Policy
- Work Experience Policy

## 4 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 – 14 and for all students in our Post 19 provision

Catcote Academy and Catcote Futures will follow the [DfE \(2021\)](#) 'Careers Guidance and access for education and training providers' Statutory Guidance, 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 14 and also our Post 19 learners. 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, Quality in Careers standard and other published research such as the Gatsby Benchmarks.

## 5 Aims

**The Aims of the CEIAG policy are:**

### **5.1 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 Year 7 – Year 14 (within the academy) and Post 19 students at Catcote Futures providing a structured and individualised Careers and Enterprise programme. Some examples of careers activities include ‘The Path of Life’, ‘Speed Interviews’, Employer Visits, mock interviews, Careers assemblies, 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.’ Students have a well-supported and individualised careers plan to consistently raise achievement.

### **5.2 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 70 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.

### **5.3 To encourage participation in further learning and or employment**

Catcote Academy **will** do this through Careers Fayres and Skills Events 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.

### **5.4 To develop enterprise and employment skills**

Catcote Academy and Catcote Futures **will** embed enterprise throughout the academy following its unique ‘Enterprise Commandments’ and ‘Correct’ Skills. 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

### **5.5 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 each individual 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.

### **5.6 To focus students on their future aspirations**

Catcote Academy and Catcote Futures **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, (where appropriate) 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.

### **5.7 To involve parents and carers**

Catcote Academy and Catcote Futures **will** involve parents and carers through newsletters, social media, school website, careers events and EHCP 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.

## **6 Student Entitlement**

Careers education and guidance has never been so important, Catcote Academy and Catcote Futures fully embraces careers education and guidance and Work Related Learning, supporting statutory requirements and continuing to strive towards achieving all of the Gatsby Benchmarks. At Catcote Academy and Catcote Futures students can expect 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

**Catcote Academy & Catcote Futures - Work Related Learning Offer**

## **Key Stage 4 – Red Pathway**

### **Purpose:**

- To be able to make an informed decision regarding pathway choices in Key stage 5
- Gaining employability skills (CORRECT skills)

### **Offer:**

- Internal taster sessions across the Trust over two years (1 morning a week)

## **Key Stage 5 – Red Pathway**

### **Purpose:**

- Identify area that they may want to pursue
- Gaining employability skills (Skills builder Framework)

### **Offer:**

- Gaining specific employability skills (linking with employers and using job carving)
- Making links with employers
- Working towards or engaging in a supported internship leading to employment

### **Offer:**

- 1.5 days of specific work experience which is for the majority external
- Where it's appropriate engage in Working Hart project (supported)

## **Yellow/Blue Pathway**

### **Purpose:**

- Engage in functional activities developing generalisation and fluency and learning about the world of work/ sheltered real working situations
- Using Work related learning to support individual's destinations and outcomes eg supported living

### **Offer:**

- Business and Enterprise activities
- Access to Work Related Learning areas

## **Post 19 – Sensory Explorers**

### **Purpose:**

- Engage in sensory experiences

### **Offer:**

- Mini Enterprise projects
- Access to Work Related Learning areas

## **Post 19 – Aiming High**

### **Purpose:**

- Develop and apply core cognitive skills in a wider range of prevocational contexts (Bistro, H&B, Horticulture)

### **Offer:**

- Mini Enterprise projects
- Individual work experiences within the college (e.g. laundry)

## **Post 19 – Reaching Out**

### **Purpose:**

- Follow personalised programmes to enable learners to pursue their individual interests and strengths around the world of work

**Offer:**

- Access to college Work related Learning areas including the caravan
- Access some of the college small business enterprises (Catcote Cooks, Reprographics)
- Protected work experiences (Hartlepool special Needs group, Vestry and Metro)

**Post 19 – Taking the Lead**

**Purpose:**

- Develop vocational skills, leading to supported or voluntary work placement

**Offer:**

- Enterprise Projects
- Access Trusts training venues
- Year two: - access external work experiences
- Access round robin of vocational areas as part of Working Hart

## **7 Policy Development**

Jackie McGarry, Careers Leader and Louise Jackson, Careers Assistant have developed this policy in partnership with Catcote Academy and Catcote Futures Senior Leadership Team.

## **8 Implementation**

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

This role is supported with Key Posts, Careers Admin Assistant, Careers Assistant, Enterprise Adviser and Enterprise Co-ordinators and Curriculum Leads

## **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 center and 'The Vestry' coffee shop based in Hartlepool's Art Gallery. In addition, Catcote Futures Learning and Skills Centre has a variety of work related learning areas, eg working hair salon, horticulture, woodwork, Bistro, Ceramics and reprographics workshop to further upskill and encourage our students to achieve their full potential.

Catcote Academy and Catcote Future'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
- Philip Todd – Enterprise Co-ordinator
- Talentino Career Development Company
- Careers Development Institute
- Department of Work and Pensions
- The Careers and Enterprise Company
- The Tees Valley Combined Authority
- Local colleges and training providers
- Local CEIAG network and SEND CEIAG 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, this is further endorsed through our achievement of the Quality in Careers Standard, which was awarded in July 20, and is valid until 17<sup>th</sup> July 2023

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 and Catcote Futures will use Compass Plus to record and monitor all careers activities, this resource quickly highlights any gaps in our provision. Compass Plus also supports us to measure and assess the impact of our careers programme through evaluations from students, teachers and parents.

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 Standards Committee.

## 17 Definitions / Abbreviations

<b>Term</b>	<b>Meaning</b>
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