



Careers Education, Information, Advice and Guidance (CEIAG) POLICY

Date of last review:	July 2019	Review period:	2 years
Date of next review:	July 2021	Owner:	K Man

South Quay College's approach to CEIAG and Enterprise

South Quay College (SQC) is committed to seeing young people aged 14-19 from varying socio-economic backgrounds becoming more employable and prepared for life in modern Britain through its specialism in Active Citizenship and Enterprise, and focus on Careers Education, Information, Advice and Guidance (CEIAG).

In an ever-changing landscape of education, training and employment opportunities, careers guidance is more important than ever. Changes to qualifications, Raising of the Participation Age and our global context all mean new opportunities as well as new challenges. Youth unemployment is still high, employment is more competitive and new sectors are emerging so we need to be preparing our students to access and succeed in the world of work.

SQC's careers plan sets out our approach to providing students with knowledge, inspiration and ability to take ownership of their own career choices and manage transitions as they navigate their options in education, training and employment.

Statutory Duty and Guidance

The statutory duty requires governing bodies to "ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds)."

"The governing body must ensure that the independent careers guidance provided:

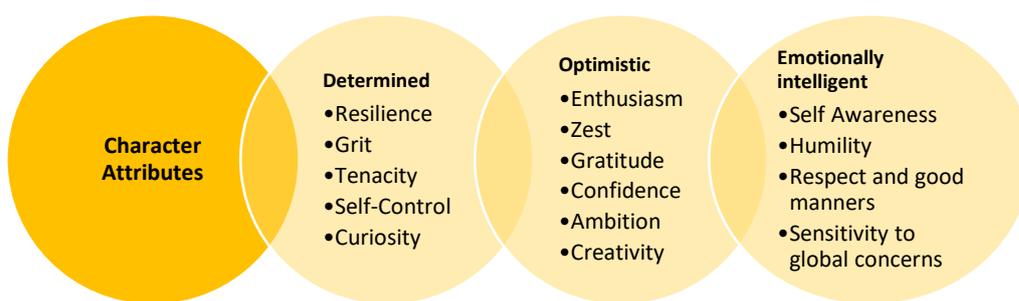
- Is presented in an independent and impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- promotes the best interests of the pupils to whom it is given"

The statutory guidance says "Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions."

The college will meet our statutory duty by developing our Careers Education in line with the eight Gatsby benchmarks of Good Career Guidance:ⁱⁱⁱ

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance





CBI Framework

In reviewing and revitalising our careers education and co-curricular programmes, South Quay College has taken as its inspiration, the framework set out by Confederation of British Industry (CBI). This framework highlights employability skills and character attributes valued by employers.

Supporting young people to become more employable

To help young people to become more employable we need to support them in the following areas:

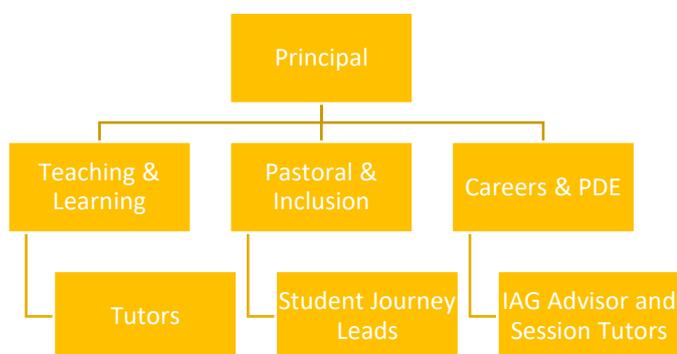
Area	Activities	Teams
Personal Circumstances	<ul style="list-style-type: none"> Identifying and overcoming barriers IAG Safeguarding Parental engagement Multi-agency work Referral to support services 	Inclusion (SEND), Safeguarding, Pastoral Team Student Journey Leads CEIAG Leader
Qualifications & Training	<ul style="list-style-type: none"> Vocational qualifications Maths & English qualifications Prince's Trust Personal Development & Employability (PDE) KS4 <ul style="list-style-type: none"> Humanities PE Citizenship (PSHE / SMSC / British Values) Computing Science Art 	Tutors and Subject Leaders
Experience	Employment <ul style="list-style-type: none"> Work experience Work visits and shadowing Volunteering Supported internships Professional mentoring Employer engagement 	CEIAG Leader SJLs and Pastoral Staff
CEIAG	<ul style="list-style-type: none"> Enterprise activities, including financial literacy Careers Hub – individualised impartial careers guidance Employer engagement - speakers, careers fairs, workshops Employability workshops 	Student Journey Leads CEIAG Leader SLT Embedded throughout curriculum

	<ul style="list-style-type: none"> Prince's Trust Personal Development & Employability (PDE) 	Tutors
Employability skills and character attributes	<p>Employability Skills</p> <ul style="list-style-type: none"> A Positive Attitude Team Working Self-Management Problem Solving Application of Numeracy Communication and Literacy Application of Information Technology <p>Character attributes</p> <ul style="list-style-type: none"> Determined – Resilience, Grit, Tenacity, Self-Control, Curiosity Optimistic – Enthusiasm, Zest, Gratitude, Confidence, Ambition, Creativity Emotionally Intelligent - Self Awareness, Humility, Respect and good manners, Sensitivity to global concerns 	Student Journey Leads CEIAG Leader Embedded throughout curriculum

Personal targets are set and reviewed with the Student Journey Lead as part of each student's pastoral support. These targets are relevant to the students' planned progression routes and the CEIAG Leader tracks student destinations (in line with current statutory guidance) to ensure positive progression after their time at South Quay College. Information will be gathered up to three years after a young person leaves SQC which helps us to measure the impact of our work, as well as providing valuable intelligence for constantly reviewing and improving our programmes.

1. A stable careers programme

Leadership, management and promotion of CEIAG and enterprise



The Principal is responsible for the Enterprise specialism and provides strategic guidance for the Careers Leader and PDE Coordinator, who will manage and oversee:

- Management and coordination of CEIAG and Prince's Trust PDE
- Provision of quality CEIAG & PDE activities - inclusive and differentiated for all students
- Measuring, monitoring and evaluating effectiveness of CEIAG & PDE each year, as a minimum
- Employer and community engagement to raise aspirations and promote social mobility
- Communications to governors, SLT, the wider staff team and other partners and stakeholders

The Careers Leader and PDE Coordinator work with the delivery staff to ensure CEIAG and PDE are embedded throughout the curriculum by ensuring that schemes of work contribute to learning aims. Student Journey Leads support students to identify personal targets in relation to Careers and PDE as well as

providing additional IAG to students through one to one sessions. Students are also referred to the Careers Leader and independent Careers Advisor for specialist careers guidance.

Continuing Professional Development

Staff coordinating and delivering specialist CEIAG activities are qualified at Level 6 Diploma in Career Guidance and Development. There are opportunities for other staff delivering IAG to be working towards Level 4 Career Information and Advice. Throughout the year there are training sessions for all staff to ensure there is a basic understanding of CEIAG and our statutory duty. Staff delivering CEIAG have observations and reviews of their practice to ensure their practice is impartial and their knowledge is up to date and accurate.

Marketing and Communications

Information about CEIAG at South Quay College can be found on the website (www.southquaycollege.org.uk), in the prospectus and in the standalone guide to CEIAG. Students, parents, teachers and governors are kept regularly up to date with the CEIAG through assemblies, posters, Parents' Days, newsletters, social media and meetings. Students regularly discuss progression and employability with their Student Journey Leads and receive individual communications and updates this way. Student Journey Leads will also discuss progression options and choices with parents at Review Days or Progression Days.

2. Learning from career and labour market information

South Quay College works closely with Young Workpath (formerly Tower Hamlets Careers Service) to keep up to date with career and labour market information in the local area. Staff regularly refer to the National Careers Service and other LMI websites for up to date information. Staff regularly network with industry professionals and organisations to ensure we have knowledge of specific industry career information. College events are scheduled each year to allow students and parents / carers to access this information directly from other providers and experts.

3. Addressing the needs of each student

The needs of each student are identified through thorough initial assessments and ongoing pastoral support, and inform each student's targets, which will form part of their individual plans. Students with Education, Health and Care Plans additionally have Individual Education Plans and receive additional support with career planning from a specialist SEN careers adviser from Young Workpath. Barriers to learning and employment are identified and personalised targets are set by the students with support from Student Journey Leads. Student Journey Leads also communicate regularly with parents and agencies that work with students on their caseloads to ensure every student is holistically supported in all areas of their lives including career plans. Through the Personal Development and Employability programme, which is delivered discretely as well as embedded throughout the vocational and core curriculum, students learn about equality and diversity and British values in order to prepare them for life in the world of work. South Quay College works with students from a variety of backgrounds and works hard to raise aspirations of all students and support them with their individual needs. As well as supporting students into their September progression options, the Careers Leader oversees collation and recording of destinations of students after they leave South Quay College in line with current statutory guidance.

4. Linking curriculum learning to careers

Each vocational and core curriculum is reviewed to ensure CEIAG has been embedded throughout, including resources from the world of work. Student Journey Leads and Tutors regularly discuss the importance of maths and English (and science and humanities in KS4) to all future career options and clear targets are set on their progression plans within each student's plan. See schemes of work for more details.

5. Encounters with employers and employees

Students have the opportunity to have encounters with employers and employees through a variety of events both in college and in workplaces. Activities include enterprise activities, financial literacy,

inspirational speakers, networking, employability workshops and workplace visits. See CEIAG / PDE Programme and calendar for more details.

6. Experiences of workplaces

Through our networks and partnerships with external employers, students have the opportunity to have experiences of workplaces, for example through visits and work shadowing. Students who can evidence that they have developed the skills and resilience to safely manage a more extended experience of a workplace will be encouraged to undertake a more extended placement, which will be arranged and specifically tailored to the students' needs and aspirations. Pre-Placement Health & Safety visits are commissioned from one of our local Education Business Partnerships.

7. Encounters with further and higher education

Students are informed of upcoming college open days through the Careers Hub or their Student Journey Lead. Students who need additional support may be taken to college open days by support staff. Students also attend internal and external careers events to find out more about their options alongside support with their choices by the Careers team. Students set goals for their September progression options and set targets and plans in relation to entry requirements to further or higher education. Information and prospectuses on further and higher education and independent training providers can be found in the Careers Hub.

8. Personal guidance

Every student has access to independent and impartial careers guidance. Students can receive IAG through their Student Journey Lead and be referred to the careers team (including external and internal qualified advisors) for professional careers guidance. Students can make appointments or drop in to see designated staff each day for careers support and we run campaigns throughout the year to support students to apply for work experience, employment and further education. Every student should receive a minimum of two sessions of Careers IAG each year. Students with EHCPs and those most at risk of being NEET will have additional careers guidance support from Young Workpath. The Careers Hub also contains resources and information regarding external academic and vocational provision. See Careers Calendar for more details.

Student Entitlements

KS4 Careers Entitlement

- Students begin to explore employability and FE options in Year 10 and are supported with post 16 choices in Year 11, including sixth form, FE college, traineeships and apprenticeships.
- Students create personal action plans with careers adviser and identify specific actions to achieve goals.
- Students begin learning CV writing and interview techniques.
- Students have access to independent and impartial careers advisers via appointments and drop in sessions. They are encouraged to use careers resources and to research about courses and careers.
- Students attend a careers event to further explore FE, HE, employment and other careers options
- Students have the opportunity to meet employers and explore work based learning.
- Students gain industry insight through their vocational training and understand how functional skills link to the world of work.
- Students undertake an enterprise challenge to raise economic awareness, learn skills for business and entrepreneurship.
- Students undertake activities and workshops through the PDE programme to develop employability skills.
- Students all have a Student Journey lead to keep track of career planning and meet regularly to discuss development and goals.
- Academic and careers progress and soft skill development are recorded on college information management systems and in a 'student friendly' format that students can access.

KS5 Careers Entitlement

- Students explore FE, HE, traineeships and apprenticeships. 18-19 year olds, also explore employment options.
- Students create personal action plans with careers adviser and identify specific actions to achieve goals.
- Students have support to create or tailor their CV and cover letter, learn interview techniques and experience mock interviews.
- Students gain knowledge in how to look for jobs and gain an understanding of the school leaver job markets.
- Students have access to independent and impartial careers advisers via appointments and drop in sessions. They are encouraged to use careers resources and to research about courses and careers.
- Students are encouraged to attend careers fairs and open days to further explore FE, HE & Careers options and meet employers
- Students have the opportunity to meet employers, gain industry insight, explore work based learning and experience workplaces.
- Students gain industry insight through their vocational training and understand how functional skills link to the world of work.
- Students are encouraged and supported to gain work experience or part time employment alongside their studies.
- Students undertake an enterprise challenge to raise economic awareness, learn skills for business and entrepreneurship.
- Students undertake activities and workshops through the PDE programme to develop employability skills.
- Students all have a Student Journey lead to keep track of career planning and meet regularly to discuss development and goals.
- Academic and careers progress and soft skill development are recorded on students' individual plans.

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts.

Goal	Description	Success Criteria	Target Date
Provide a broad range of careers information	We will provide broad information sources for students to use which will help them choose and develop their career plans.	Develop a Careers Hub in Unit 32 with a resource library and noticeboard with up to date careers information. Send information to SJLs.	Careers Hub : 30/11/2019
Parents and carers are engaged with careers education	We will consult with parents, carers and students through online consultations, reviews, public forums and parent, staff and student surveys.	Regular careers news email received by parents and carers. Information on the website. Parents kept up to date with progress by Student Journey Lead	30/11/2019
Embed a qualification or award	We will embed a qualification or award so that students can gain more out of the careers programme.	Launch Prince's Trust Personal Development & Employability qualification	20/12/2019
Effective leadership, management and promotion of CEIAG.	We will provide effective leadership, management and promotion of CEIAG.	Roles & responsibilities of leadership team identified and regular management meetings organised.	31/08/2019

All students have a careers guidance interview	All students have a minimum of one careers guidance meeting each year with a qualified careers professional. Students have options to access additional careers guidance meeting throughout the year with the Careers team and continue to work towards careers goals with their Student Journey Leads.	Every student has a career action plan with planned progression for September 2020.	30/06/2020
Every Student to be provided with a Careers Action Plan.	Through our school wide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers action plan and that this is used as a key stimulus for their learning	Every student has a Careers Action Plan.	30/06/2020
Provide additional careers guidance to vulnerable students.	We will work closely with the local authority (especially Tower Hamlets Careers Service) to ensure that a good level of career guidance is provided to our vulnerable students.	Vulnerable students are identified and receiving additional provision.	30/06/2020
Collect and maintain destination data for all student leavers.	We will collect and maintain destination data for all student leavers and use this information to guide our long term planning.	All students have provided details of FE or work destinations.	31/10/2019
Provide staff training and continuing professional development (CPD).	Ensure initial staff training and continuing professional development (CPD) to secure the competence required of all staff involved in the schools CEIAG provision.	CPD plan for each member of staff providing CEIAG.	30/09/2019
Integrate Career readiness into School curriculum.	We will ensure that we take every opportunity to integrate career readiness into the School curriculum.	Curriculum lesson plans that include a provision for careers readiness.	20/07/2019
Build a network of Business contacts.	We will work closely with local businesses, local enterprise partnerships and other organisations to build partnerships which will benefit our students, communities and society as a whole.	A database of business contacts that can offer careers services to the school.	31/10/2019
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.	Useful measurements and feedback on careers service activity collected.	30/11/2019
Students have access to	Every student has access to employer experiences, such as employer-led workshops and	Students attend employer-led experience	30/06/2020

employer experiences	events, workplace visits, work experience		
Students develop in skills and characteristics for employment	Through experiences, workshops and meetings, students develop in employability skills and characteristics.	Feedback from staff and students. Clear plans of how experiences link to skills.	30/67/2020

Information & Self Help

Self-Help Resources

A broad range of information sources are available in the Careers Hub. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the hub and will be provided with guidance on the use of the resources where necessary.

Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a student's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and students should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post - 16: 16-19 study programmes, A-levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, technical (T) levels and traineeships.
- Post - 18: further education courses, traineeships, apprenticeships, undergraduate degrees, employment, supported internships

Access to Careers Guidance

The CEIAG Leader will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.

Access to independent careers advisers is coordinated by the CEIAG Leader in consultation with the Senior Leadership Team and Student Journey Leads and other personnel including outside agencies. A detailed "needs analysis" using Tower Hamlets Risk of NEET (RONI) Criteria ensures that students are prioritised according to need and potential risk of not becoming NEET.

Resource	Description
Learning Resource Centre	The Careers Hub develops students' independent learning skills and all students will be encouraged to schedule time devoted to their own career exploration activities. It is open every day for career guidance, CV and application support.
Social Media	The school Twitter account will highlight career activities, successes and opportunities during the year @ SouthQuayEd
School website careers page	The school will provide an area on the main website dedicated to the careers service. It will highlight key events from the careers programme and display the school careers plan. https://www.southquaycollege.org.uk/careerswork-related-learning
External provision	Young Workpath (formerly Tower Hamlets Careers Service) National Careers Service website nationalcareersservice.direct.gov.uk icould https://icould.com/

Roles & Responsibilities

Every single staff member in the school is responsible for creating a positive learning environment where our students can prepare themselves for their future careers. Our teachers are in no doubt about the role that they can play in inspiring students and developing their ambitions. Our Student Journey Leads have regular one to one meetings to focus students on their goals and support them to develop in skills, overcome barriers and progress positively. To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Role	Responsibilities
Governors & SLT	<ul style="list-style-type: none"> ● The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. ● Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG. ● The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments). ● Ensure the annual Careers Plan is completed and signed off by the end of September. ● Ensure that the agreed careers objectives are understood and implemented across the school. ● Ensure the CEIAG Manager is prepared for OFSTED inspections. ● Ensure school meets and exceeds the statutory careers requirements. ● Provide support to the CEIAG Manager and ensure that the agreed resources are made available during the year. ● Review progress and achievements versus the careers plan and make adjustments as necessary.
Senior Leader with overall responsibility for careers provision (Principal)	<ul style="list-style-type: none"> ● Ensure the careers programme is adequately resourced to deliver the agreed careers plan. ● Recruit, retain and support the CEIAG Manager. ● Chair regular reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved. ● Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!
Head of Key Stage	<ul style="list-style-type: none"> ● Ensure all students have attended careers meeting and have a careers action plan, paying particular attention to those in the NEET risk group. ● Support the CEIAG Manager to deliver CV, interview, business game and other work readiness activities during the year. ● Encourage students to engage in co-curricular ACE and CEIAG activities ● Work with the CEIAG Manager and tutors to embed career related learning into the curriculum.
SENCO	<ul style="list-style-type: none"> ● Ensure that the careers plan complements objectives and activities set out in the school's special educational needs policy. ● Provide support to SEN students to help them generate their individual careers action plans. ● Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans. ● Ensure the CEIAG Manager understands the schools statutory responsibility to students with SEN. ● Ensure that an individual career action plan is generated as part of the Education Health and Care plan.
CEIAG Leader	<ul style="list-style-type: none"> ● Prepare and deliver the careers plan. ● Recruit, retain and develop the support staff needed to deliver the careers plan. ● Report progress to the SLT. Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required. ● Bring any problems that you are unable to resolve to the attention of the careers senior leader. ● Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.

	<ul style="list-style-type: none"> ● Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme. ● Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend. ● Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities. ● Ensure you are accessible to your stakeholders by as many means as possible. ● Conduct and report on surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made. ● Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary. ● Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards. ● Audit current teaching and IAG practices in relation to careers ● Ensure a broad suite of quality, unbiased resource is available on all pathways. ● Ensure the resource suite meets the needs of each age group. ● Monitor the usage of each resource type and explore if and how information sources can be improved. ● Research how and what the best school examples are providing
Teachers and teaching support staff	<ul style="list-style-type: none"> ● Ensure you are familiar with the school careers plan and its objectives. ● Ensure that career readiness and careers education are embedded in your lesson plans. ● Monitor the effectiveness of your embedded activities and improve as necessary. ● Feedback specific student needs (or opportunities) to the CEIAG Manager
Pastoral and pastoral support staff	<ul style="list-style-type: none"> ● Ensure you are familiar with the school careers plan and its objectives. ● Working with the CEIAG Manager to provide additional support for the NEET risk group. ● Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition. ● Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances. ● Feedback specific student needs (or opportunities) to the CEIAG Manager. ● Track progression destinations for school leavers.

Staff training needs are identified as part of the school annual appraisal process. The school will endeavour to meet all training needs but individual staff are expected to carry out a degree of their own 'self-learning' to ensure they understand what they are expected to be able to contribute towards the school careers plan.

Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy. Well-structured operational meetings are recognised as a key function to running an effective careers service.

Stakeholder Engagement

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Stakeholder	Engagements
Students	Updates in Careers Hub, notice boards, assemblies, tutor time, through SJLs. Surveys after careers events and opportunity to feedback to SJLs and through student council.
Parents	Newsletter and social media updates, careers area on website, communications from SJLs, information and surveys at Parent's Days.
Staff	Updates through emails, staff meetings, and intranet. Surveys after careers events.
Employers or external organisations	Contact business contacts to ascertain which services they can provide the school and availability through emails or platforms such as Inspiring the Future. Social media updates. Meet with other local careers leaders to share good practice. Feedback from external organisations after engaging in careers activities.

Careers Service Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Evaluation Methods

Focus	Method
Overall Service Review	Use Compass evaluation tool annually to measure our progress in meeting the Gatsby Benchmarks. Annual review of how well the college has delivered the careers programme, summarising the feedback from stakeholders. This will be available to governors and on the website.
Student Needs	Survey to understand how well we met our students' needs and to identify improvements.
Staff Needs	Survey to measure careers integration and identify changes for next academic year.
Business Engagement	Feedback to understand how we can improve our relationships with local businesses. Feedback from volunteers to see how they found the process and improvements.
Parents Needs	Parents meet SJLs and CEIAG team to get parental input for each student. Survey to identify needs and improvements.
Quality Standard	Complete self-evaluation against Careers Standard with a view to submitting an application for an award next year.
Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.

ⁱ DfE (2018) Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff. London: DfE

ⁱⁱ DfE (April 2017) Careers Guidance and Inspiration in Schools. London: DfE

ⁱⁱⁱ Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation