



**CAREERS EDUCATION, INFORMATION,  
ADVICE AND GUIDANCE (CEIAG)**

**POLICY**

<b>SLT responsible:</b>	Vice Principal – Aspiration and Ethos
<b>Last reviewed:</b>	September 2017
<b>Ratified by Governors:</b>	N/A

# **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)**

## **Commitment**

Hailsham Community College (Academy Trust) is committed to providing a comprehensive programme of Careers Education for all students in Years 7-11, together with appropriate Information, Advice and Guidance (CEIAG).

CEIAG helps students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. CEIAG enables students to use the knowledge and skills they develop to make decisions about learning and work that are right for them.

Hailsham Community College (Academy Trust) believes that a young person's career begins with their pathway through learning and work. All young people need a planned programme of activities to help them make appropriate 14-19 choices and to manage careers throughout their lives. Schools have a statutory duty to provide careers education in Year 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to impartial careers information and guidance.

Hailsham Community College (Academy Trust) has achieved the Level 3 Investors in Careers Award and follows the CDI Framework for CEG 11-19 in England.

Governors and Staff are committed to:

- providing a planned programme of activities to which all students are entitled and will have access.
- attending alliance meetings with other local schools to ensure all students have access to one-to-one impartial careers advice so that no student is disadvantaged in gaining access to education, training or work.
- ensuring that, wherever possible, students progress to an opportunity in further education, training or employment.
- involving young people and their parents/carers in programme activities and further developments.

Hailsham Community College (Academy Trust) is committed to equality. Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places and increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for all students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

At Hailsham Community College (Academy Trust) we work to ensure that there is equality of opportunity for all members of our community across a range of strands which include: race, disability, gender (including transgender), sexual orientation, religion and age as well as any other factors which have the potential to cause discrimination, eg socio-economic factors. Therefore an Equality Impact Assessment (EIA) is carried out as part of the review process of this policy.

For specific reference to these strands, please refer to the Equalities policy.

## **Overall aims of Careers Education, Information, Advice and Guidance**

The Careers Education programme is designed to help students make the most of themselves and their opportunities. In particular, it aims to help them:

- to prepare for the opportunities, responsibilities and experiences of working life.
- to recognise and develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupation and roles.
- to develop careers awareness and enable them to manage personal careers development.
- to handle careers information in order to assist them in making informed decisions.
- to gain experience of the world of work.
- to manage transitions in life, from College to Higher Education, from College to work and develop a philosophy of lifelong learning.
- to make informed decisions in relation to the 14-19 Curriculum.

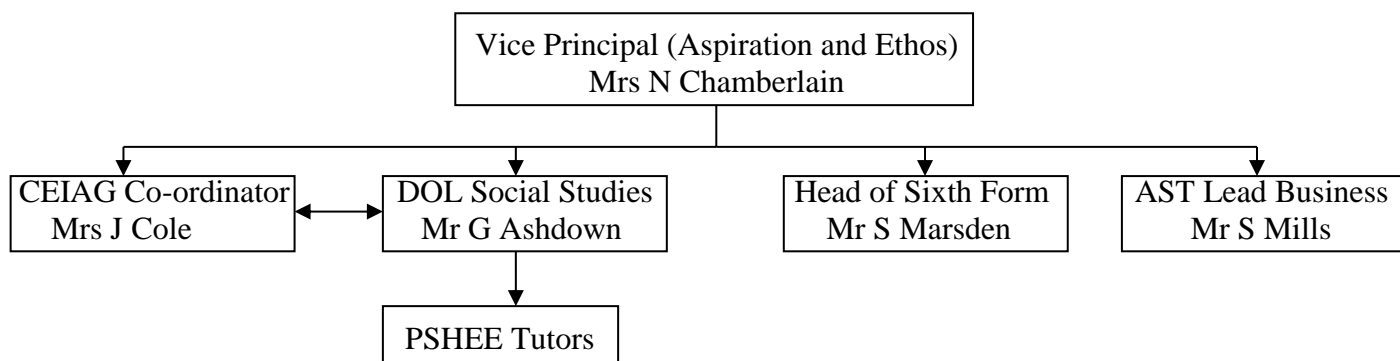
## Provision

### Management

The Vice Principal (Aspiration and Ethos), manages the programme with the assistance of the CEIAG Co-ordinator. The Vice Principal liaises with the Directors of Learning, who in turn liaise with tutors and mentors (who deliver the programme) and oversee programme delivery.

This year, we are introducing work experience for Year 10 students as well as continuing with offering work experience to Year 12 students. The CEIAG Co-ordinator supports students in organising their work experience placements and coordinates health and safety checks. This member of staff also deals with the majority of the day to day administration associated with these placements.

The responsibility for the management of Information, Advice and Guidance lies with all staff at the college who are responsible to the Principal. All staff have a responsibility to make appropriate contribution to the careers programme through PHSE, Citizenship, Mentor time and other relevant curriculum areas when appropriate, in order to fulfil the aims of the whole College policy.



### Delivery

The CEIAG Programme is delivered through PSHEE lessons and careers workshops specific to certain year groups across the academic year. Other focused events take place on an annual basis including the Careers Fair, Options evening and access to college taster sessions. The CEIAG programme will follow a similar plan to that detailed below:

- Year 7: Term 1 ‘Who am I?’ and Term 4 Careers Kidzania Trip
- Year 8: Term 3 Careers
- Year 9: Term 3: Compact + workshop for first generation University applicants University of Sussex Campus trip
- Year 10: Term 6 Careers education and identifying your skills, including discussing current employment situation in the UK, use of ‘Inspired to Work’. There is also work experience in Term 5.
- Year 11: Term 1 – 2: Careers – Post 16 employment, training and education including writing a CV, interview techniques, completing an application form

## **Resources**

Students have supervised access to IT facilities, including Careers software – Careers, B-Live, etc and the internet. Specialist support is available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in local events and activities and work with local employers, businesses and other organisations. It is the responsibility of the programme co-ordinator to select and maintain teaching resources appropriate to students' needs.

The College will provide guidance and information for students and support for the Information, Advice and Guidance programme. The CEIAG Library is based centrally in the Learning Resource Centre and will be maintained and updated regularly by the College Learning Resource Centre staff.

## **Guidance**

Guidance is provided in partnership with the CEIAG alliance and YMCA, and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within policy guidelines), responsive to students' needs and based on the principle of equality.

## **Training**

Training needs are identified through line management meetings and appropriate arrangements made. The Staff Development programme will take into account the need of staff teaching Information, Advice and Guidance and other career-related curriculum input as well as providing career-related pastoral support.

## **Monitoring, Review and Evaluation**

All programme activities are monitored, reviewed and evaluated with active involvement of students (particularly the College Council and Student Leadership Team). It is reviewed annually and the finding will be used to steer the programme's development plan.

The effectiveness of our Information, Advice & Guidance will be evaluated on a regular basis, paying particular attention to the learning outcomes for staff and students. The satisfaction of students and their parents will be a key consideration in our evaluation process.

## **Relationship to other Policies**

This is underpinned by the College Improvement Plan as well as policies on teaching and learning, the assessment and recording of achievement, equal opportunities, ICT and Inclusion.

Natalie Chamberlain  
Vice Principal