



Isca Academy

Careers Education, Information, Advice & Guidance (CEIAG) Policy

Last review:

November 2022

Date of next Review:

November 2023

1. Introduction

Isca Academy has a statutory duty to provide independent careers guidance for all of its students, which includes employer encounters, mentoring, and educational opportunities (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim at Isca Academy is for all students to achieve their personal best. In careers education this translates to maintaining or improving aspirations, and making the right choices for progression. We support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, technical and apprenticeships) that are most likely to help them to achieve their ambitions, desired lifestyle, and happiness. Careers advice will be offered in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The guidance promotes the best interests of the student.

2. Definition: CEIAG

- CE - Careers Education. This relates to the delivery of Careers through the school's curriculum and pastoral activities such as assemblies
- I - Information. This is the information given to, and available to students about Labour Market, tertiary providers, websites etc.
- AG - Advice and Guidance. This relates to the personalised advice and guidance given by Careers Advisors and other relevant adults.

3. Aims

Isca Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student. Careers Education, Information, Advice and Guidance (CEIAG) at Isca Academy will:

- provide good quality careers advice to students, which inspires and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- offer provision that is based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;

- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education, and experience of workplaces;
- support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and
- be woven and embedded into the curriculum, and specifically PSHE lessons for students in all years.

We aim to ensure each student is entitled to:

- independent and impartial careers guidance;
- access to external sources of information on the full range of education and training options;
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers);
- at least one careers interview by the age of 16, and as many as they need
- at least one experience of a workplace by the age of 16.

4. Implementation, Management, Roles & Responsibilities

All Isca Academy staff contribute to CEIAG through their roles as leaders, tutors, subject teachers and support staff. The CEIAG Lead has overall responsibility for all aspects of the CEIAG programme.

The key CEIAG team is:

- Jamie Engineer – planning, implementation and review;
- Jan Taylor – Post 16 transition co-ordinator – responsible for IAG and destinations for year 11 students;
- Maria Masters- 1:1 impartial advice and guidance;
- Mark Llewellyn - CEIAG Governor, responsible for monitoring the quality of CEIAG provision at the Academy.

The team above all contribute to the active promotion of CEIAG with parents/carers, through CEIAG events, parental communications, the Academy website, and careers support at parental evenings.

Isca Academy also works with a number of external agencies to provide CEIAG, including, though not limited to:

- The Local Authority;

- Next Steps South West – providing a range of experiences and resources to encourage greater participation in Higher Education;
- CoachBright Mentoring – raising confidence in Disadvantaged students
- Brightside Mentoring – a mobility charity aimed at raising aspirations for identified students
- Local sixth forms and colleges and businesses and employers;
- Isca Academy Alumni

5. External partnerships

Isca Academy aims to work with a range of local employers, education and training providers to provide independent advice to students. This provision includes:

- the opportunity to attend careers fairs;
- work experience (for all year 10 students); (Virtual work experience potentially moving forwards due to Covid-19)
- careers talks and assemblies;
- mentoring; eg CoachBright
- workplace visits;
- visits to FE and HE institutions;
- National Apprenticeship Week;
- Online advice websites, e.g. Careers Pilot

6. Curriculum

Isca Academy delivers careers education through a combination of methods:

- Careers units in key stage 3 and 4 PSHE lessons;
- Work-related hard and soft skills in the ILife programme;
- The subject curriculum;
- Subject homework tasks in week 12 of every cycle;
- Collapsed timetable days focussing on information, employability and interview skills;
- The Assembly programme;
- Work experience programme (year 10);
- Attendance to careers fairs;
- Workplace visits, FE and HE visits;
- Online accounts, tracking and tools eg Career Pilot
- Individual careers guidance session

Year 7

Activity	Gatsby Benchmark	Students involved
Career Pilot introduction lesson	2,3,8	All
Identity lesson	3,8	All
Careers across the curriculum homework research task 1	2,4,6	All
LMI assembly	2	All
Careers across the curriculum homework research task 2	2,4,6	All
Careers across the curriculum homework research task 3	2,4,6	All
Personal development mentor session: Aspirations	3	Targeted
Success and achievement reflection lesson	3,8	All
Careers lesson: progression routes	4,7,8	All
National Apprenticeship Week assembly	7	All
Enterprise drop-down day	4,5	All
Aspirations assembly	3	All
End of year success celebration lesson	3, 4,8	All
Local business feature assembly	5	All
Armed forces assembly	5	All
Public services assembly	5	All
Creative industries assembly	5	All
STEM assembly	5	All
Future First Assembly	2	All

Year 8

Activity	Gatsby Benchmark	Students involved
Career Pilot refresher lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	All
LMI assembly	2	All
Careers across the curriculum homework research task 2	2,4,6	All
Careers across the curriculum homework research task 3	2,4,6	All
Personal development mentor session: Careers and Aspirations	3,8	Targeted

Success and achievement reflection lesson	3,8	All
Careers lesson: Career Pathways, preparing for options	4, 7,8	All
Careers lesson: How to use FE providers' websites	7,8	All
Careers lesson: Interpreting real job adverts	6	All
Careers lesson: understanding the gender pay gap and avoiding social stereotyping	4	All
Careers lesson: Understanding the purpose of a CV. Celebrating skills and achievements, writing a personal statement	2, 3,8	All
Careers lesson: Protecting your online presence and others' reputations. Creating a positive online presence. How employers use social media	2, 3,8	All
National Apprenticeship Week assembly	7	All
Enterprise drop-down day	6	All
Aspirations assembly	3	All
End of year success celebration lesson	3, 6,8	All
Options interviews	3,8	All
1-2-1 Options interview	3,8	All
Options assembly	3,8	All
Construction assembly/women in construction	5	All
Law assembly	5	All
Medicine/health services assembly	5	All
Childcare assembly	5	All
Future First Alumni assembly	5,7	All

Year 9

Activity	Gatsby Benchmark	Students involved
Career Pilot Refresher lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	All
LMI assembly	2	All
Careers across the curriculum homework research task 2	2,4,6	All
Careers across the curriculum homework research task 3	2,4,6	All
Personal development mentor session: Careers and aspirations	3,8	Targeted
Success and achievement reflection lesson	2, 3, 8	All

DofE for all: students complete the volunteering module of the course, learning the importance of contributing to their communities	4,2	Opting students
DofE for all: students complete the expedition module, improving their leadership and teamwork skills	4	Opting students
DofE for all: Students complete the first aid module of the course, learning some hard skills useful in the work place	4	All
Careers Fair	2, 3, 5, 7	All
National Apprenticeship Week assembly	2, 3, 4	All
Enterprise drop-down day	5	All
Aspirations assembly	7	All
End of year success celebration lesson	3,4,8	All
College Life assembly	7	All
University Life assembly	7	All
University visit	7	All
Local business feature assembly	4,5	All
Future First Alumni assembly (careers)	5	All
CoachBright Mentoring Programme	7	Eligible students

Year 10

Activity	Gatsby Benchmark	Students involved
Career Pilot refresher lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	All
LMI assembly	2	All
Careers across the curriculum homework research task 2	2,4,6	All
Careers across the curriculum homework research task 3	2,4,6	All
Personal development mentor session: Careers	3,8	Targeted
Success and achievement reflection lesson	3,4,8	All
Careers lesson: University Life	7	
Careers Fair	2,3,5,7	All
Careers lesson: Work experience planning	6	All
Careers lesson: Work experience research	6	All

Careers lesson: Work experience application – formal letter and email writing	5,6	All
Tutor time work experience support	3,6	All
Making the most of work experience assembly	2,3,5	All
National Apprenticeship Week assembly	7	All
Apprenticeship Expo	5, 7	
Careers lesson: Lifestyle and wages	3	
Enterprise drop-down day	4,5	All
Aspirations assembly	3	All
End of year success celebration lesson	3,4,8	All
Work experience	5,6	All
Careers progression 1-2-1 interview	3,8	All
Local business feature assembly	5	All
FE training provider assemblies	7	All
Future First Alumni assembly	5	All

Year 11

Activity	Gatsby Benchmark	Students involved
Career Pilot refresher lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	All
LMI assembly	2	All
Careers across the curriculum homework research task 2	2,4,6	All
Careers across the curriculum homework research task 3 For each curriculum area, students research careers related to the work and skills they've seen within learning cycle 3.	2,4,6	All
Personal development mentor session: Careers	3,8	Targeted
Success and achievement reflection lesson	3,4,8	All
Careers Fair	2,3,5,7	All
Careers lesson: Post-16 choices.	2,3,4,7	All
Careers lesson: Wages versus qualifications LMI. How employers use CVs.	2,3,4,5	All
Careers lesson: Writing a CV	2,3,4,5	All
National Apprenticeship Week assembly	7	All

Careers lesson: Lifestyle and wages	2, 3, 4	All
World of work drop-down day	3, 5, 8	All
Aspirations assembly	3	All
End of year success celebration lesson	3, 4, 8	All
Careers progression interview	3, 4, 8	All
Local business feature assembly	5	All
FE training provider assemblies	7	All
Course choice appointments EC	7	All
Future First Alumni assembly	5	All

7. Monitoring and evaluation

The CEIAG team will meet on a regular basis to develop, monitor and evaluate CEIAG and its effectiveness.

Isca Academy's progress towards achieving the Gatsby Benchmarks is evaluated using the online Compass tool. This is carried out on a termly basis by the Careers Lead. The CEIAG development plan is based upon the outcomes of the Compass audit and will focus on the areas for development.

Provision will also be regularly monitored through feedback from students, staff, governors and our partners. This feedback is collected through questionnaires, review lessons, and student voice groups.

Curriculum provision is Quality Assured through work scrutinies and lesson visits.

The impact is assessed by our NEETs figures and destinations data.

8. Provider Access Policy

Management of provider access requests

The Academy arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All Isca students in years 8-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact

Telephone: 01392 204082; Email: adminoffice@iscaexeter.co.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers and employers an opportunity to come into school to speak to pupils and/or their parents/carers:

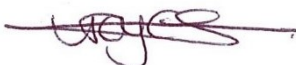
Year 8, 9, 10, 11 parents evening, options evening, assemblies, PSHE lessons and examination results day. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the relevant room(s) available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature, this will be made available to all students via bulletins, noticeboards and social media.

9. Appendix A: The Gatsby Benchmarks

<p>Benchmark 1 <u><i>A stable careers programme</i></u></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>
<p>Benchmark 2 <u><i>Learning from career and labour market information</i></u></p>	<p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>
<p>Benchmark 3 <u><i>Addressing the needs of each pupil</i></u></p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout</p>
<p>Benchmark 4 <u><i>Linking curriculum learning to careers</i></u></p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths</p>
<p>Benchmark 5 <u><i>Encounters with employers and employees</i></u></p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
<p>Benchmark 6 <u><i>Experiences of workplaces</i></u></p>	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their network</p>
<p>Benchmark 7 <u><i>Encounters with further and higher education</i></u></p>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
<p>Benchmark 8 <u><i>Personal guidance</i></u></p>	<p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level</p>



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