



Isca Academy

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

Last review:

November 2023

Date of next Review:

November 2024

1. Introduction

Isca Academy has a statutory duty to provide independent careers guidance for all of its scholars, 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 scholars to achieve their personal best. In careers education this translates to maintaining or improving aspirations, and making the right choices for progression. We support scholars 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 scholar.

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 scholars 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 scholar 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 scholar. Careers Education, Information, Advice and Guidance (CEIAG) at Isca Academy will:

- provide good quality careers advice to scholars, 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 scholars;
- offer provision that is based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of scholar achievement by encouraging scholars 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 scholars through real-life contact with the world of work;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage scholars to see career development as a life-long process;

- ensure scholars are aware of the full range of academic and technical routes available at each transition point so that scholars 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 scholars, especially those from disadvantaged backgrounds and those with special educational needs and disabilities
- be woven and embedded into the curriculum, and specifically LVS sessions for scholars in all years.

We aim to ensure each scholar 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:

- Abbie Roberts – Associate Assistant Principal Life, Values, Society Lead and Careers – planning, implementation and review;
- Jan Taylor – Post 16 transition co-ordinator – responsible for IAG and destinations for year 11 scholars;
- Maria Masters – Careers Advisor – 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;
- Empowering Girls through Exeter City Council – a mentoring programme for year 9 girls.
- Future Smart Careers (Ask Programme)
- 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 scholars. This provision includes:

- the opportunity to attend careers fairs;
- work experience (for all year 10 scholars);
- careers talks and assemblies;
- mentoring; eg empowering girls
- 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
- Work-related hard and soft skills in the LVS programme;
- The subject curriculum;
- Subject homework tasks in week 12 of every cycle;
- 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(s)

Year 7

Activity	Gatsby Benchmark	Scholars involved
Career Pilot introduction through tutor	2,3,8	All
Identity lesson	3,8	All
Careers across the curriculum homework research task 1	2,4,6	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	Drop in
Success and achievement reflection lesson	3,8	All
Careers lesson: progression routes	4,7,8	All
National Apprenticeship Week assembly	7	All
Aspirations assembly	3	All
End of year success celebration lesson	3, 4,8	All
Local business feature assembly	5	All
Careers assembly	5	All
Alumni assembly	5,7	All
Careers Fair	2, 3, 5, 7	All
Links to careers in lessons	4	All

Year 8

Activity	Gatsby Benchmark	Scholars involved
Career Pilot lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	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	Drop in

Success and achievement reflection lesson	3,8	All
Careers lesson: Career Pathways, preparing for options	4, 7,8	All
Careers lesson: Understanding the purpose of a CV. Celebrating skills and achievements, writing a personal statement	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
Alumni assembly	5,7	All
Careers Fair	2, 3, 5, 7	All
Links to careers in lessons	4	All

Year 9

Activity	Gatsby Benchmark	Scholars involved
Career Pilot lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	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	Drop In
Success and achievement reflection lesson	2, 3, 8	All

Careers Fair	2, 3, 5, 7	All
National Apprenticeship Week assembly	2, 3, 4	All
Aspirations assembly	7	All
End of year success celebration lesson	3,4,8	All
Alumni assembly	5	All
Empowering Girls Programme	7	Eligible scholars
Oracy Workshop	3	Targeted
Links to careers in lessons	4	All

Year 10

Activity	Gatsby Benchmark	Scholars involved
Career Pilot lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	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	Drop in
Success and achievement reflection lesson	3,4,8	All
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
Careers lesson: Lifestyle and wages	3	
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
Alumni assembly	5	All
Year 10 Mentoring	3, 5	Targeted
Post 16 provider's at parents evening for parents and scholars	3, 5	All
Links to careers in lessons	4	All
Mock Interviews	3, 5, 6	Targeted

Year 11

Activity	Gatsby Benchmark	Scholars involved
Career Pilot lesson	2,3,8	All
Careers across the curriculum homework research task 1	2,4,6	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	Drop in
Success and achievement reflection lesson	3,4,8	All
Careers Fair	2,3,5,7	All
Careers lesson and tutor time: Post-16 choices.	2,3,4,7	All
Careers lesson: Wages & CVs.	2,3,4,5	All
Careers lesson: Writing a CV	2,3,4,5	All
National Apprenticeship Week assembly	7	All
Year 11 mentoring	3, 5	Targeted
Post 16 provider's at parents evening	7, 3	All

Careers lesson: Lifestyle and wages	2, 3, 4	All
MADE careers workshop	3, 5, 8	All
Aspirations assembly	3	All
End of year success celebration lesson	3, 4, 8	All
1 2 1 Careers progression interview	3, 4, 8	All
Alumni assembly	5	All
Links to careers in lessons	4	All
Higher Education / University Visits	7	Targeted
Mock Interviews	3, 5, 6	Targeted

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 scholars, staff, governors and our partners. This feedback is collected through questionnaires, review lessons and scholar 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

We ensure that all scholars are provided with opportunities to engage with and learn about a range of education and training providers. This is to ensure they receive information about provider's education or training offers, with a focus on approved technical education qualifications and apprenticeships. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Scholar entitlement

All Isca scholars 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 scholars and/or their parents/carers:

Year 8, 9, 10, 11 parents evening, options evening, assemblies, LVS sessions 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 scholars, 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 scholars via bulletins, noticeboards and social media.

9. Appendix A: The Gatsby Benchmarks

<p>Benchmark 1</p> <p><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 scholars, parents, teachers and employers.</p>
<p>Benchmark 2</p> <p><u><i>Learning from career and labour market information</i></u></p>	<p>Every scholar, 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</p> <p><u><i>Addressing the needs of each scholar</i></u></p>	<p>Scholars have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each scholar. A school's careers programme should embed equality and diversity considerations throughout</p>
<p>Benchmark 4</p> <p><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</p> <p><u><i>Encounters with employers and employees</i></u></p>	<p>Every scholar 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</p> <p><u><i>Experiences of workplaces</i></u></p>	<p>Every scholar 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</p> <p><u><i>Encounters with further and higher education</i></u></p>	<p>All scholars 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</p> <p><u><i>Personal guidance</i></u></p>	<p>Every scholar 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>