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|  | **AAT CEIAG POLICY - Verulam** | | | |
| **Last reviewed:** | **January 2019** | **Next Review:** | **January 2021** |

#### 1. MISSION STATEMENT / RATIONALE

The secondary schools in the Alban Academies Trust (AAT) are committed to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognises the important role that careers education / work-related learning plays in:

* preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
* empowering young people to make well-informed decisions when planning and managing their own futures
* raising aspirations and inspiring young people to achieve their full potential
* promoting equality, diversity, social mobility and challenging stereotypes
* preparing young people to leave school prepared for life in modern Britain

Careers education forms an integral part of the curriculum at AAT secondary schools. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. The trust’s aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

The AAT’s CEIAG provision reflects the DfE’s statutory and non-statutory guidance and engagement with supporting bodies including the Careers and Enterprise Company and Gatsby Foundation.

#### 2. AIMS / COMMITMENT & VISION STATEMENT

AAT secondary schools seek to provide a planned programme of CEIAG for students in partnership with a range of stakeholders including YC Hertfordshire, local colleges and HE providers, businesses, parents, alumni.

The AAT’s ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, each secondary school’s CEIAG programmes aims to promote:

* An understanding of the changing nature of work, learning and career choices, including the full range of pathways open to young people post-16 and post-18.
* Progression planning through the provision of information and guidance from independent external careers advisors, support within the curriculum, organised activities and events with local colleges and businesses.
* Direct exposure to a wide range of employers from different career fields and first-hand experience of the world of work through programmes such as Year 11 work experience and Year 12 work shadowing.
* Self-awareness and self-development – encouraging students to assess their own strengths and areas for development in order to inform future learning and work choices and develop positive self-esteem.

##### **3. LEADERSHIP AND MANAGEMENT**

Each of the AAT’s secondary school’s CEIAG is planned, delivered, monitored and evaluated by the Careers Co-ordinator in consultation with relevant staff, including:

* CEIAG Link Governor
* Member of the Senior Leadership Team responsible for CEIAG
* School Leaders responsible for pupil learning, welfare and post school progression
* Other relevant school staff as necessary
* Youth Connexions Hertfordshire
* Careers Enterprise Company

**4. PROVISION**

Each AAT secondary school’s CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development. Consideration for SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access. Each secondary school in the AAT publishes its annual programme of activities on their websites.

**By the end of Key Stage 3 all students will have:**

* A better understanding of the full range of 14-19 opportunities for progression including technical qualifications and apprenticeships
* A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work
* An understanding of some of the qualities, attitudes and skills needed for employability
* Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options
* Received appropriate advice and guidance on Key Stage 4 options and will be prepared for the 14-19 phase
* Taken part in opportunities to meet employers directly

**By the end of Key Stage 4, all students will have:**

* Enhanced their self-knowledge, career management and employability skills
* Used online resources and other sources of advice to investigate and explore future choices and progression routes
* Experienced the world of work through a work placement
* Been given direct access to employers, colleges, training providers and universities
* Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
* Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
* Been given information about appropriate available funding
* Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

**By the end of Stage 5 all students will have:**

* Enhanced their self-knowledge, career management and employability skills
* Up to date knowledge of the labour market, post-18 career pathways including university, Higher Apprenticeships and employment.
* Used online and other sources of advice to investigate and explore future choices and progression routes
* Received guidance through the UCAS application procedure
* Been given direct access to employers, universities and Higher Apprenticeship providers
* Taken part in an appropriate workplace visits
* Been given guidance to help identify a range of post-18 options
* Been provided with the resources to develop their CVs, personal statements, and interview preparation.

###### **6. RESOURCES**

Funding is allocated in annual budget planning. Funding for developments in the school’s improvement plan is considered in the context of whole school priorities. The secondary schools of the AAT allocates resources to support its careers provision as well as meeting the Gatsby Benchmarks by 2020, as set out in the DfE’s 2018 guidance. Resources including free advice and support are sought in order to enhance provision further.

###### **7. STAFF DEVELOPMENT AND CPD**

The secondary schools in the trust keep abreast of changes to statutory and non-statutory guidance, as well as changing labour market and education information and opportunities. Staff with dedicated responsibility for careers provision receive training to lead, manage and deliver the school’s careers programme. Other staff that engage in the delivery of the school’s career’s programme are supported to do so.

###### **8. MONITORING, REVIEW AND EVALUATION OF CEIAG**

The Careers Co-ordinator and Careers Leader are responsible for the monitoring, review and evaluation of the programme. This annual evaluation is informed by:

* Evaluation of progress against the Gatsby Benchmarks through the Compass tool
* Systematic evaluation of the careers programme by key stakeholders
* Support from a school governor who acts as a critical friend
* Monitored at management, school and trust level
* Careers Leaders from across the trust evaluate and reflect on provision across the trust in order to identify new opportunities for collaboration

**9. BUSINESS LINKS**

Secondary schools in the AAT engage with the Careers and Enterprise Company. Each school’s Enterprise Advisor works with them to build employer engagement and to create lasting connections between the school and local businesses. These efforts are supported by each school’s engagement with parents and alumni who facilitate employer engagement.

Secondary schools in the AAT have relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.

**10. ENGAGING PARENTS / CARERS / ALUMNI**

The school seeks to actively engage parents / carers in the formulation and development of careers provision. Regular careers updates together with requests for assistance with careers events are provided through the school newsletter and other social media. A database of parents / carers / alumni able and willing to support with events and other planned activities such as work experience is maintained and updated by the Careers Co-ordinator.

**11. COMMUNICATIONS**

The secondary schools in the AAT take a proactive approach to communicating their careers programme for example through each school’s website. Through the monitoring, review and evaluation of provision, set out in section 8 of this policy, each school seeks to act on feedback and refine its careers programme each year. Each school prioritises maintaining relationships with key groups set out in sections 9 and 10 of this policy to ensure a sustainable careers programme.

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