

# **KINGSMEAD SCHOOL**



## **Careers Education, Information Advice and Guidance (CEIAG) Provision (2024-25)**

(Linked to the JT MAT CEIAG Provision in Schools)

Date of Next Review: September 2025

## 1.0 Introduction

**Rationale for CEG** A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the provider that all learners need a planned programme of activities to help them choose 14-19 options that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. The careers provision of John Taylor MAT is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A1, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008. This states that all schools should provide independent careers guidance from Years 8 -13 and to students up to 25 with a current education, health and care plan in place under section 37 of the Children and Families Act 2014. and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, our schools are compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in the Provider Access Policy.

**Commitment** John Taylor MAT is committed to ensure learners have access to a source of careers guidance which is independent and external to the school. Personal guidance does not have to be external – it can be delivered by MAT staff, if trained. Where this advice or any other element of the career's programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty. We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 7-13 and to provide extra support as required for learners with additional needs.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018

The Gatsby benchmarks

1. A stable careers programme
2. Learning from career and labour market information

3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

John Taylor MAT endeavours to follow best practice guidance from the careers profession and from other expert bodies, such as Ofsted

**Development** This provision was developed and is reviewed biennially in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners

**Links with other policies** The policy for CEIAG supports and is itself underpinned by a range of key policies and procedures especially those for teaching and learning, assessment, recording and reporting achievement, PSHE Education, equality and diversity, developing the very able, looked after children and special needs.

## 2.0 Objectives

Learners' needs  
Objectives

## OBJECTIVES

The careers provision is designed to meet the needs of all learners in our schools. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment.

Entitlement

Learners in years 7-13 are entitled to access independent and impartial careers guidance provided by partners that meet quality standards for careers guidance other than those employed by John Taylor MAT. These should promote the best interests of learners rather than those of the institution and include information on all options available 16-18, including Apprenticeships. Activities are embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will contribute to

raising aspirations, challenging stereotyping and promoting equality and diversity.

### **3.0 Implementation Kingsmead School**

**Management** The Careers Lead coordinates our CEIAG provision and is a member of SLT. This area is also supported by a link governor. The Careers Lead heads up a Careers team which includes our CEIAG coordinator, Lead for Pupil Premium, Lead for HAP students and Lead i/c Enterprise. The team is responsible for ensuring work experience is planned and there an integrated part of the CEIAG programme. The CEIAG programme is further explained in detail on the school website.

**Staffing** All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the CEIAG team through the futures programme, assemblies and year based activities. This CEIAG programme is planned, monitored and evaluated by the Career Lead in consultation with the senior leadership team. Up to date careers information is available and accessible to all learners through the school website and from the Aspirations hub. Administrative support is available to the Careers team and in particular the CEIAG coordinator. This is in the form of necessary checks for work experience partners, evolve trips and running of events.

### **Curriculum**

Careers lessons are part of the school's pastoral programme. All subject areas additionally have a 'careers focus' within schemes of learning to support us meeting Gatsby Benchmark 4.

### **Work Experience**

The aim of work experience is to provide an opportunity for all Year 12 students to learn in the workplace; an experience that cannot be replicated in school. All students are offered the opportunity of one weeks' work experience in the July of Year 12. Kingsmead is expanding this to include Year 10 in the upcoming years. This is not a compulsory part of the curriculum but is undertaken by the majority of students. Many students complete adhoc work experience throughout their Year 12 and 13 studies. The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC), who liaises with the Sixth Form Team

and CEIAG Coordinator. The students are encouraged to arrange their own work experience. The WEC advertises work experience opportunities to the students and offers personalised support meetings where required. The school has links with many large businesses and organisations. Parents are informed and communicated with throughout the process and a work experience information forms are completed. The WEC checks that the placement meets with the school's requirements, the students will be treated fairly, and they will undertake meaningful work. All students on placement are covered by the employers' insurance and places of work are risk assessed by the WEC.

### **Assessment and accreditation**

The intended career learning outcomes for learners are based on the Careers Education Framework 7-19 and Gatsby Benchmarks. These documents are outlined in full on the school website.

### **Partnerships**

The school is currently a leading school within the Staffordshire LEP. We have also received funding as part of the Government pilot schemes into effective CEIAG to meet the labour needs of our area. We work with other schools within our pilot to share good practice. Kingsmead School are the Oxford hub for the local area and host events for Oxford University for Cannock. Kingsmead have strong links with employers and education providers in the local area who support us with careers, by delivering assemblies, attending our Careers Fayre and promoting opportunities to students for both Post-16 and Post-18 education. These include Gestamp, The Hex Group, NHS, Nova Training, local colleges and many more.

The Careers lead is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

### **Staff development**

Staff training needs are identified by the Careers Lead and is coordinated with Deputy Head who is in charge of CPD at the school. They work with the CEIAG coordinator and SLT to ensure training needs are met within a reasonable period of time. A full staff training session around careers was delivered in June 2024, and support will continue to be sent to staff over the academic year. Further support will be given to new staff, to ensure they meet our careers requirements in their lessons.

### **Monitoring, review and evaluation**

All programme activities are monitored, reviewed and evaluated with the active involvement of students. The development priorities are identified from the Careers programme development plan. The programme is reviewed annually by the Careers Lead and CEIAG coordinator. On a more regular basis the progress of careers provision, programme and meeting the Gatsby benchmarks uses the Compass careers tool. This feeds into a school-based impact trail where any areas for improvement are identified and acted on. A report is submitted to the senior leadership team and governors. The Governor link reports on this process during

the year. Evaluation of all aspects of CEIAG is undertaken annually using approved quality assurance products.