

## **NEW PARK ACADEMY – SECONDARY SITE**

### **CAREERS, EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY**

**FIRST CREATED: MAY 2011 – EDITION 1**

<b>EDITION NO.</b>	<b>REVIEW DATE:</b>	<b>FGB APPROVAL DATE:</b>
		<b>MAY 2011</b>
<b>2</b>	<b>FEBRUARY 2017</b>	
<b>3</b>	<b>MARCH 2017</b>	<b>16/03/17</b>
<b>4</b>	<b>JAN – APR 2018</b>	<b>22/3/18</b>
<b>5</b>	<b>JAN 2019</b>	<b>7/2/19</b>
<b>6</b>	<b>SEP 2019</b>	<b>14/11/19</b>
<b>7</b>	<b>SEPTEMBER 2020</b>	
<b>8</b>	<b>July 2024</b>	<b>Minor Changes</b>

Policy Agreed	<b>SEPTEMBER 2020</b>
To be reviewed	<b>July 2025</b>
Owner	<b>Philippa Peploe</b>
Signed	
Designation	<b>DEPUTY HEADTEACHER</b>

## **Statement of Intent**

At New Park Academy we strive to provide a caring, structured learning environment in which all pupils, many of whom have specific learning difficulties, such as dyslexia, can develop academically, socially, and emotionally, to their full potential, and in which pupils and staff feel safe, secure and valued. Through the delivery of **CEIAG** pupils will be given opportunities to acquire and apply knowledge and understanding of working life, now and in the future as confident members of society. It will introduce pupils to their roles as citizens, lifestyle issues, organisation structures, employee roles and rights, economic decisions – and most importantly, how to apply this knowledge to the workplace after school.

The school endeavours to follow the guidance in the National Framework for CEG 11 – 19 in England, and the DfE guidance outlined in the Careers Strategy (Jan 2018). A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 and 2004 Education Acts places a duty on schools to give students in Years 7 – 11 access to careers education, information and guidance.

**CEIAG** makes a unique contribution to the school curriculum by:

- contributing to the overall aims of the school
- offering external vocational experience
- providing pupils with a vocational qualification that prepares them for the workplace
- giving them marketable skills for future employment and help them to prepare CV and application processes
- increasing awareness of the world of work, and preparing them for it
- offering vocational qualifications related to careers education, work experience and training
- contributing to raising aspirations

- assisting students to move into further education and/or training and prevent drop-out
- providing 1:1 support for all KS4 students from the school's Careers Connect adviser

During the teaching of Careers pupils will be given opportunity to acquire and apply knowledge and understanding of the three main strands of the National Framework - self-development, career exploration and career management.

### **The Role of the CEIAG co-ordinator**

The **CEIAG** Co-ordinator has an important curriculum management role in this school. This role is to ensure that all pupils receive their full entitlement to the **CEIAG** curriculum entitlement. Key tasks include:

- Administration of the subject, including record keeping and report writing
- Professional development
- Curriculum development
- Resources management
- Development planning
- Production of relevant documentation
- Monitoring and evaluation of provision
- Liaising with the various staff responsible for arranging and overseeing vocational placements, work experience, college liaison (tasters, applications, placement, support) NEET prevention, Connexions links, careers fairs

### **Planning**

The scheme of work for **CEIAG** gives ensures that there is breadth, balance, relevance, differentiation, continuity and progression. Each unit of work identifies learning objectives and suggests activities to meet these and describes outcomes of pupils learning. As part of the long term planning, the scheme also takes account of other broader dimensions of the curriculum. These include spiritual, moral and cultural development, literacy, mathematics, citizenship and PSHE. Opportunities are provided for:

- Spiritual development through helping pupils to consider questions about the nature of values in human society;

- Moral development, through helping pupils to consider and respond to areas of morality on a world wide scale. This enables them to make reasoned and informed judgements on religious and moral issues;
- Social development, through helping pupils to develop both self-awareness and interpersonal skills;
- Cultural development through fostering pupils' awareness and understanding of a range of values in their own society, and in the wider world. Pupils explore issues about different cultures developing their understanding of the world within which they live.

Other curricular links include IT, whereby pupils are given the opportunity to:

- Utilise careers databases
- Learn about and fill in online forms
- Present information to potential employers in a range of documents
- Devise a CV that can be saved and updated when necessary
- Use the internet to find out information about careers, study and transition
- Access adverts in a range of different media, that are relevant to CEIAG

Key skills are also an important aspect of CEIAG, equipping students with a suite of skills that are essential for the world of work, training and further education. These comprise mainly IT, numeracy, literacy, problem solving, communication, independence, all of which are developed throughout students' time at school

There are also links to personal, social and health education (PSHE) and citizenship. The delivery of CEIAG promotes the values and attitudes needed for citizenship in a democratic society by helping pupils to understand and respect people and the environment on a worldwide scale, incorporating British values. It does this through increasing awareness of the self, of ambitions for the future, of the roles people play in employment and economy, of using life skills such as team work, of analysing and working towards dreams and setting realistic goals in Preparation for Working Life.

We also strive to develop community links, promoted by:

- Inviting outside bodies into school to share their expertise and experience
- Small group educational visits to support the programme of study
- Undertaking research with the local community
- Signposting relevant resources and organisations within the community

Finally, since becoming part of the GMCA Careers Hub in 2018/19, New Park is one of only three Salford schools to be part of the pilot project to rigorously address the 8 Gatsby benchmarks, the criteria by which the effectiveness of CEIAG provision is evaluated. With a number of Compass evaluations externally administered over the academic year, the school has moved from a starting position of having only one of the eight benchmarks being fully met in September 2018, to being fully compliant in 7 of the eight benchmarks with the remaining Benchmark being 90% compliant. New Park has now meet 100% of the Gatsby benchmarks.

### **Monitoring/ evaluation and review**

Monitoring and evaluation is intended to help improve the quality of the education provided and the effectiveness of provision. Monitoring is the process by which we gather evidence to help us make judgements about the quality of teaching, learning and pupil progress. The co-ordinator working with the headteacher is responsible for monitoring and evaluating **CEIAG** throughout the school.