



Thinking Schools Academy Trust
“Transforming Life Chances”

Careers Education Information and Advice
Guidance Policy (CEIAG)

Goodwin Academy



This Policy was adopted on	September 2023
The Policy is to be reviewed on	September 2024

1.0 CAREERS STRATEGY AND RATIONALE

A planned programme of careers and inspiration activities is a vital component in preparing young people for the world beyond Goodwin Academy. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

Goodwin Academy is committed to providing its students with a planned programme of careers education for all students in years 7-13, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adult and working life.

2.0 AIMS

CEIAG is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and Governors at Goodwin Academy recognise that career planning is not limited to one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. We fully endorse the DFE's 'Careers strategy: making the most of everyone's skills and talents' (December 2017) and the 8 Gatsby benchmarks:

The Gatsby Career Benchmarks: a world-class standard for schools and colleges

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, 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.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student 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.
6. **Experiences of workplaces.** Every student 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 networks.
7. **Encounters with further and higher education.** All students 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.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

3.0 DELIVERY AND CONTENT

Careers Information and Advice is provided through dedicated lessons to provide informative guidance to assist in the development and future career directions of students. Advice and guidance is provided through group workshops, enterprise events, individual interviews, college partnership courses, college and university visits, presentations by prospective employers and via the UniFrog platform.

An independent Careers Advisor attends the school at key times throughout the academic year to provide individual advice and guidance to students. All careers advice and guidance given is person-centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. During arranged events including ‘Parents Evenings’, ‘Open Evenings’ and ‘Options Evenings’, careers information and advice is made available to students, parents and carers.

The Sixth Form study area is stocked with key publications suitable for a range of abilities, with advice on hand from an independent careers’ adviser at regularly scheduled times. Materials are audited annually or as and when education providers circulate new prospectuses to ensure information is up-to-date and accurate and relevant to meet with the students’ requirements. In addition to this all learners have access to the UniFrog platform where they can access current information about further education, careers, and opportunities.

Further information is available on the school’s website displaying current careers advice for all year groups and contains web links to reliable careers websites as well as offering an overview of how we provide careers education as part of the total education within the academy.

Students in Years 7-13 are entitled to:

- have access to the UniFrog platform to offer a ‘one-stop-shop’ for future study and careers opportunities, in UniFrog learners can create a personalised career plan supported by a wide range of materials.
- have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14).
- at least one experience of a workplace, additional to any part time jobs they may have (by the age of 16).
- have one further workplace experience additional to any part time job they may have (by the age of 18)
- have a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers – including opportunities to meet both staff and students (by the age of 16)
- at least two visits to universities to meet staff and pupils (by the age of 18)
- receive guidance interviews with a careers adviser by the age of 16, and the opportunity for a further interview by the age of 18
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses available.

At points across the school year, a variety of employers and external providers are invited into Goodwin Academy to talk about different careers.

4.0 PROVIDER ACCESS STATEMENT

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

5.0 ACCESS OPPORTUNITIES

Our provision includes various opportunities for students to access a range of events. These are mainly integrated into the school's careers programme and curriculum. These events are therefore delivered internally, with contribution from external providers where appropriate.

6.0 PROVIDER ACCESS PROCEDURE

A provider wishing to request access should contact Mr J Speed via the school contact details.

Local providers are invited to key relevant events. In addition, external providers interested in coming into school should speak to Mr J Speed, our named Careers Leader to identify the most suitable opportunity. Email: James.Speed@goodwinacademy.tsat.uk

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

7.0 RESOURCES AND FACILITIES

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Resources will be made available online via our School Website. In addition to this, learners all have access to UniFrog to support them with careers and future planning.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Sixth Form study areas which is managed by Mrs H Mercer. The Sixth Form study areas are available to all years 12 and 13 students throughout the school day.

Careers Research, Advice and Opportunities Schedule Template

	Autumn Term	Spring Term	Summer Term
Year 7	What is a growth mindset? Learning to learn	Introduction to Unifrog Potential pathways to your dream job, apprenticeships, University, employment with training	Aspirations Programme Group CIAG
Year 8	Aspirations Programme Setting Goals for the future	What does success look like? Super Hero CV writing What makes a good communicator?	Aspirations Programme Group CIAG
Year 9	Labour Market, what does it mean? Options, making informed decisions Considering pathways	Your skills, your team, your future Identifying interests What makes a great leader?	Aspirations Programme CIAG
Year 10	Unifrog How to contact employers Interview technique and WEX preparation	WEX	Aspirations Programme CIAG
Year 11	CIAG Kent Choice Launch Personal Statements Preparing for interviews	Aspirations Programme CIAG	Exams
Year 12	Getting WEX ready Preparing	Unifrog UCAS/Personal Statements	WEX Aspirations Programme
Year 13	CIAG UCAS Beyond Sixth Form Pathways	Exam Preparation Aspirations Programme	Exams

Aspirations Programme – including life skills, RSE and FBV (CIAG interviews also)

Careers Specific Element of the Aspirations Programme