

CAREERS EDUCATION, INFORMATION,
ADVICE & GUIDANCE POLICY
UNITED RESPONSE – THE COLLEGE



CEIAG Policy

Careers Education Information Advice & Guidance Policy – United Response, The College



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Appendix 1 Good
Career Guidance - The

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Appendix 2 ESE - The
College CEIAG Deliver

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The College's Vision

A society where everyone has equal access to the same rights and educational opportunities

Mission

To provide high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning

Approach

We are experts at delivering personalised and accredited learning programmes so students can transition smoothly into adulthood and achieve their learning goals. But our college isn't just about curriculum-based learning. We also develop independent living skills, provide therapeutic input, and build employability skills.

We succeed through close collaboration with local authorities and the local community where we deliver our learning. Our specialist learning hubs are based in the heart of local communities, so students are supported to thrive outside of the walls of a traditional specialist college model.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

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Policy Scope

- ❖ This policy covers Careers Education, Information, Advice and Guidance accessed by students in Post 16 education.
- ❖ The policy also applies to all young people aged 16 to 25 who are on roll at the college
- ❖ The policy has been reviewed in line with the statutory guidance for Careers Guidance & Access for Education & Training Providers (January 2023) which states that:

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.”
- ❖ The policy recognises the Department of Education expectation that all secondary schools and colleges to use the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access a range of experiences of the workplace, personal guidance with a careers adviser and engagement with employers, colleges, training providers and universities.
- ❖ It is the expectation of United Response/the College that all staff raise aspiration, promote impartiality and enable learners to make informed choices based on a range of information, advice and guidance; CEIAG is not the sole responsibility of the Head of Employment, Skills & CEIAG or CEIAG/Supported Internship Manager.
- ❖ The College will produce a Careers Education, Information Advice and Guidance Strategy which will be reviewed annually.

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Objectives:

Students at United Response College will have the opportunity to engage with careers through a variety of activities, events and workplace experience.

- ❖ In line with the Gatsby Benchmarks the CEIAG programme ensures that it meets the requirements of a good quality careers provision, by ensuring that;
 - It outlines a stable careers programme for the academic year.
 - Students, staff, and parents have access to labour market information (LMI).
 - Every student will have the opportunity to engage in careers activity, that suits their individual needs.
 - Careers activity is purposeful and links into the curriculum, to enhance the student's learning experience.
 - Every student will have the opportunity to link in with an employer or employee, to develop their skillset and gain valuable experience.
 - As part of the student's experience, all students will have the opportunity to develop workplace skills/experience, through industry visits, insight days and engaging with employer events
 - All students have the option of participating in encounters with further and higher education and training providers, where appropriate.
 - Whilst on their pathway, every student will have the opportunity to arrange, through their curriculum managers/learning tutors, to see an independent careers adviser on a 1-2-1 basis for personal guidance, as well as have an opportunity to engage in careers activities with their learning mentor/tutor or job coach.

- ❖ The College has adopted the Career Development Institutes 'Career Development Framework', released April 2021, to support curriculum planning and students' development of career management skills. The framework identifies six key areas to enable learners to have a successful career (see appendix 2):
 - grow throughout life
 - explore possibilities

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- manage careers
- create opportunities
- balance work and life
- see the bigger picture

Statutory Duties with regard to Personal Guidance

As outlined in the statutory guidance for Careers Guidance & Access for Education & Training Providers (January 2023)

The college has a series of statutory duties in relation to providing personal Careers Guidance:

- ❖ All registered Students at the college have the opportunity to access to independent external Careers Advice
- ❖ This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option and cover a range of educational or training opportunities
- ❖ This guidance must be in the best interests of the pupil
- ❖ There must be an opportunity for education and training providers to access pupils post 16 in order to inform them about approved technical qualifications or apprenticeships. (See Page 8 Provider Access)
- ❖ The college must have a clear policy setting out the manner in which providers will be given access to pupils.
- ❖ The college will base its Careers Education Information Advice and Guidance provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1
- ❖ The college will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the college (e.g. Ofsted, MATRIX Standard, Peer to Peer Review)

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The College's Designated Responsibilities

- ❖ The ESE Committee will appoint a Committee Member with special responsibility for Careers, Information, Advice and Guidance. They will undertake appropriate training.
- ❖ There will be a member of the College Senior Leadership Team with lead responsibility for Careers, Information, Advice and Guidance.
- ❖ There will be a dedicated qualified careers team with a requirement to update their skills and knowledge annually.
- ❖ Senior Leaders will be responsible for ensuring the quality of provision, integrating into current observation practices of Teaching, Learning and Assessment.
- ❖ Evaluation of the provision will be the responsibility of the identified Careers Lead within the College Senior Leadership Team, including feedback from Learners, Employers, Parents, Colleagues.
- ❖ Learner destinations, retention, achievement and success will be analysed annually in relation to CEIAG

Designated Member of Staff with Lead Responsibility

The Colleges named Careers Lead is the Head of Employment Skills and CEIAG , who has overall responsibility for the strategy and implementation of Careers Education, Information, Advice and Guidance. The CEIAG/Supported Internship Manager is will be responsible for coordinating delivery of CEIAG across the college.

The Designated Careers Leader & CEIAG Supported Internship Manager are responsible for:

- ❖ ensuring the CEIAG programme meets the expectations of the Gatsby Benchmarks
- ❖ publishing current and accurate information on the College's website
- ❖ analysing destination data for students and ensuring that this information is used to support the development of CEIAG across the college
- ❖ planning, implementing and quality assuring the careers programme
- ❖ managing the delivery of careers guidance
- ❖ ensuring that staff have received appropriate training to their role
- ❖ providing advice and support to staff on CEIAG
- ❖ advising the Senior Leadership Team (SLT) on updates policy, guidance and national context for CEIAG
- ❖ ensuring compliance with the legal requirement to provide independent career guidance.

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Designated Staff Members

Curriculum Managers, Learning Tutors, Learning Mentors and Job Coaches involved in the planning and/or delivery of personalised programmes are responsible for:

- ❖ understanding, promoting and contributing to the CEIAG delivery
- ❖ providing information, advice and guidance (IAG) to any student or potential student
- ❖ attending relevant training to keep up to date with the changing face of CEIAG
- ❖ supporting students with their career exploration
- ❖ recording all known learner destinations centrally on Databridge

Designated ESE Committee Member

The Designated ESE Committee Member is responsible for:

- ❖ understanding, promoting and contributing to the careers policy
- ❖ reviewing and challenging the effectiveness of the careers programme
- ❖ ensuring the careers provision is regularly reviewed at ESE Committee
- ❖ The operational responsibility for implementing this policy lies with the designated Careers Lead.

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Provider Access

This section of the policy sets out the school's arrangements for managing the access of provider to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under The Department of Education July 2021 , "Baker Clause" Education and the Provider Access Legislation, January 2023:

- ❖ All students in years 12 and 13 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;
 - hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events and group discussions and taster events;
 - understand how to make applications for the full range of academic and technical courses.

- ❖ The college will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

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Monitoring, Evaluation and Review

The Senior Leadership Team will effectively monitor and evaluate the CEIAG across the college by: T

- ❖ The Head of Employment, Skills and CEIAG, alongside the Head teacher and CEIAG/Supported Internship Manager producing and reviewing a specific action plan, that outlines the key areas to be targeted throughout the academic year. The action plan will be RAG rated; setting timeframes for actions to be achieved.
- ❖ Within the CEIAG Strategy there will be a detailed table of monitoring, evaluation and review.
- ❖ The Head of Employment, Skills and CEIAG will present a specific report to the ESE Committee related to Careers Education, Information, Advice and Guidance.

Further Reference/Linked Documents

Careers Guidance & Access for Education & Training Providers (January 2023)

United Response/The College Strategy 2024/25

United Response/The College CEIAG Action Plan 2023/24 to 2024/25

Provider Access Policy January 2024

Policy Review

This policy will be monitored & reviewed by Senior Management and the designated Careers Lead annually and amended and revised as necessary.

Amended and Approved: 12th September 2024

Date for Reviewed: 12th September 2025

