



## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

### **Public Sector Equality Duty**

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We have carefully considered and analysed the impact of these policies on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**Approved by Full Governing Body July 2022**  
**Review due July 2025**

## **INTRODUCTION**

### **Purpose:**

The Mission statement sets out our aim to help every person in our school to “become the best we can be”. Careers education together with associated information, advice and guidance processes exist to ensure that every child is equipped with opportunities to work towards their specific career ambitions and aspirations. Students receive the necessary information to help them to set their learning within the context of preparation for their chosen career path and adult life in general. All careers education is structured within the framework of the Gatsby Career Benchmarks and conforms to statutory requirements.

### **Aims:**

- i. To enable students to make well-informed choices about the options available to them for both GCSE and Post-16 choices
- ii. To develop the skills and attitudes necessary for success in adult and working life
- iii. To ensure that all students have access to impartial careers advice and support
- iv. To ensure that parents are well informed in order that they can assist their child in making important decisions
- v. To ensure a comprehensive provision, in line with the best and most recent available guidelines of careers education
- vi. To track the career aspirations of every child, to ensure appropriate support, advice and intervention
- vii. To review provision at least annually as regards meeting the Gatsby Benchmarks

### **Objectives:**

- i. Students should be encouraged to develop qualities which enable them to adjust to and cope with change such as self-reliance, adaptability, flexibility and reliability
- ii. Students should develop job seeking skills, including the ability to produce a curriculum vitae and a letter of application, the effective use of information and communication technology, and how to prepare themselves for a successful interview
- iii. Students should be prepared for decisions as they approach each key stage
- iv. To ensure that high-quality information is available to students, parents and staff regarding options, pathways and careers in general
- v. To provide timely information to students, parents and staff regarding provision in school
- vi. To ensure that students and parents are able to access a variety of sources for impartial and independent careers advice
- vii. To work with the Careers and Enterprise Company and members of the business community to ensure that the Careers programme contributes to meeting the expectations and needs of employers
- viii. To evaluate delivery annually in order to regularly facilitate the improvement and update of careers education, information, advice and guidance provision

### **Principles and values:**

The school has a critical role to play in preparing young people for the next stage of their education or training, and ultimately their working life. Expectations and aspirations should be set high, including for the most vulnerable and those with special educational needs or disabilities. There should also be the ongoing promotion of equality of opportunity, celebration of diversity and challenging of stereotypes. The school aims to support every young person in the realisation of their potential, and acquisition of the attributes and qualities which employers value.

### **Roles and responsibilities**

#### **Governors:**

Link Governor for CEIAG. To review the provision and strategic direction of CEIAG, ensuring that it is fit for purpose, and fulfils latest statutory guidance.

#### **Headteacher:**

To monitor CEIAG provision and delivery across the school.

#### **Member of SLT with responsibility for oversight of CEIAG:**

To ensure the implementation of CEIAG across the school via line management of those with leadership and management responsibilities.

**Careers Leader:**

To deliver the school's programme of career education, information, advice and guidance.

**Concluding Notes****Monitoring and review:**

- Monitoring via meetings (at least termly) between Link Governor, and/or SLT Line Manager and/or Careers Leader
- Monitoring by SLT line management via engagement with Quality Assurance Processes and Line Management
- Review via termly updates to the TLA and FGB

**Communication:**

This policy will be primarily communicated to all stakeholders via publication on the school website

**Sources and references:**

Careers provision at St Peter's is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

The school is also compliant with the careers guidance set out by the government for delivery from 5<sup>th</sup> January 2018

DFE Statutory Guidance "Careers Guidance and Inspiration in Schools" March 2015

See also: Careers Information Provider Access Policy November 2021

***Updated July 2022***