

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

‘The most important thing you can do today is actively create your tomorrow.’

Rationale

Torquay Academy is committed to developing the life chances of all students. Fundamental to this is access to current information about the workplace and independent careers advice and guidance. Research demonstrates that pupils excel when they know what they want to achieve in life and how to go about realising their ambition. Furthermore, we regard the conveyance of careers information as a holistic responsibility of the whole team at Torquay Academy. In addition, DfE Careers guidance and access for education and training providers (2022) 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... supports them to acquire the self-development and career management skills they need to achieve positive employment destinations... [and] to choose their pathways, improve their life opportunities and contribute to a productive and successful economy ... Careers guidance has become more important than ever as a result of the COVID-19 pandemic.’

Ensuring that all pupils have accurate, timely and personalised career education, information, advice and guidance (CIAG) is therefore an imperative.

Objectives

We believe that CEIAG should:

- Inspire young people about their future prospects
- Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
- Enable pupils to make realistic and well-informed career decisions and transitions
- Equip pupils with the employability skills and study skills they need to succeed beyond school life
- Be relevant, timely and sufficient to meet pupils’ needs and integrated into the overall curriculum.
- Enable young people to understand the contexts of the local area, region and nation in terms of career opportunities
- Provide, in partnership with students themselves, their parents / carers and our chosen professional and community partners, opportunities to directly experience the workplace.

Our provision

Our provision will be built around the Gatsby Benchmarks. The eight Gatsby Benchmarks are:

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 pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning	All teachers should link curriculum learning with careers. to careers For example, 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 pupil 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 pupil 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 pupils 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 pupil should have opportunities for guidance interviews with a career's 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. They should be expected for all pupils but should be timed to meet their individual needs

Torquay Academy is committed to providing a planned programme of CEIAG for all pupils and students in Years 7-13 in partnership with independent and impartial guidance services provided. There is comprehensive information available for both students and parents on the careers section of our school website.

The Academy will work closely with external partners, employers, FE Colleges and Universities to ensure that specific groups of pupils get appropriate careers advice and guidance. This includes additional, targeted support for SEND funded students at KS4 that is provided by the local authority. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school.

The Academy will work with external partners, employers and universities to ensure that meaningful encounters and experiences of both the workplace and Higher Education are had by all pupils. Details of these experiences can be found on the school website in the careers section.

Statutory obligations

The Academy is statutorily obliged to provide an organised, stable and coherent careers programme. Details of this programme will be published on the school's website and evaluation of the programme involving all stakeholders must be on-going.

The Academy is obliged to provide access to independent careers information, advice and guidance. This is provided through the use of external partners (Careers South West and ASK Apprenticeships) as well as Mrs Silvey, a level 6 trained careers advisor. Mrs Silvey has signed a code of ethics that means that she is obliged to provide impartial advice.

The Academy is obliged to allow other, relevant education providers to have access to students under the Baker Clause. The Access Protocol will be published on the Academy website and reviewed annually.

The Academy is also obliged to retain information regarding destination measures. These will be gathered in conjunction with our local authority partners and retained by the Careers Team.

In addition, and in accordance with Department of Education expectations for academies, we will publish the following information about our careers programme on our website:

- The name, email address and telephone number of the Careers Leader;
- A summary of the careers programme that includes aims, objectives and activities provided for each year group, including details of how students, parents, teachers and employers may access information about the careers programme;
- How the school or college measures and assesses the impact of the careers programme on students;
- The date of the school's or college's next review of the information published.
- How the Academy is working towards meeting all eight Gatsby Benchmarks.
- Schools should also incorporate the policy statement on provider access that they must publish under section 42B of the Education Act 1997

The Academy Website

The Academy website has a fundamental role in meeting our statutory obligations for reporting our work in relation to careers education and also acting as a portal for students and parents through which they can gain information. The careers section of the website will therefore be:

- Updated as needed
- Reviewed annually to ensure that it is compliant with the latest DfE Guidance. The latest DfE guidance can be found at [Careers guidance and access for education and training providers](#)
- Subject to review by parents and pupils as to usability and usefulness. This review process will then inform future improvements.

The role of the Governing Body and Leadership and management

'The governing body must make sure that independent careers guidance is provided to all 12- to-18-year-olds and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given. In schools, the governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published'

- Careers Guidance and Access for education and training providers, 2021 (DFE)

To ensure coherence and the quality delivery of CEIAG, leadership and management are secured through a named member of the senior leadership team and a named Careers Lead who is responsible for the day to day oversight of careers. The Careers Team will also be supported by a named link governor. Details of the members of staff involved in the leadership and management of careers can be found on our website in the careers section.

Quality assurance

We believe that rigorous quality assurance is on-going and that it involves a range of stakeholders. We also believe that it should be underpinned by an externally accredited framework. The Academy will quality assure its provision in the following ways:

- An annual review of careers provision and impact that is reported to governors
- Feedback from parents, pupils and staff regarding both provision and impact
- Governor evaluation visits
- Termly evaluation by our Enterprise Co-ordinator

The external framework that we have elected to use to quality assure our provision is:

- The Quality in Careers Standard. This is a national framework that assesses schools against the Gatsby Benchmarks and that formally accredits their delivery. It is carried out by independent assessors from the Quality in Careers Consortium and is recommended by the DfE. The review process, once complete, leads to an award. This is then reviewed every three years. The Quality in Careers Standard can be found on their website. The following links will provide more information:
 - [What is the Quality in Careers Standard?](#)
 - [THE REVISED GUIDE TO THE STANDARD June 2019 Fully incorporating the Gatsby Foundation's Benchmarks for "Good Career Guidance](#)

Policy review

- This policy will be reviewed every two years and/or in light of any significant changes to DfE guidance pertaining to careers education.