

Cambridge Meridian Academies Trust

Careers Education, Advice,

Information and Guidance Procedures

The following procedures should be used in conjunction with the DfE (2017) [‘Careers guidance and inspiration in schools’](#) statutory guidance.

All CMAT Academies are encouraged to seek external Quality Assessment for their CEIAG activities.

Document Control

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Related Policies & Procedures:	Equal Opportunities Policy Special Educational Needs Policy Recruitment Procedures (Safer Recruitment) Safeguarding & Child Protection Policy

Revisions

Version	Page/Para No.	Description of Change	Approved On

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1 Purpose

We aim to raise aspirations, challenge stereotypes and encourage students 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 go on to jobs or courses which suit their needs.

In particular, we intend our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop the aspirations and motivation to underpin their academic, personal and career development
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and confidently, and cope with change and transition.

2 Responsibility

The responsibility for Careers Education and Guidance comes under the jurisdiction of the Careers, Education, Information, Advice & Guidance Leader (CEIAG Lead) and a nominated member of the Academy Council.

The role and support for it should be reviewed annually in the light of changes occurring within the field of guidance and work related awareness.

The statutory duty requires all Academies to ensure that all registered students at the school are provided with independent external professional careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

Much careers advice and information is delivered through subjects by teachers and tutors and CEIAG is therefore an important element in the CPD/training of all teaching staff.

3 Application & Strategy

Each Academy must ensure that the independent careers guidance provided is fully supported by members of the Leadership team and:

- Is presented in an impartial manner
- Is in the best interests of the students to whom it is given.
- Includes information on the full range of education or training options, including apprenticeships and other vocational pathways

Each Academy should have a strategy for CEIAG which adheres to the following principles:

- Provide access to a range of activities that inspire young people
- Build strong links with employers
- Offer a range of experiences to prepare students for the world of work
- Ensure good quality advice on KS4, post-16 and post-18 pathways to students
- Provide face-to-face advice and guidance through a varied careers programme
- Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16 (NEET), and the services that are available to support them
- Provide information to students about the financial support that may be available to help them stay in education post-16 and post-18

- Ensure that students are aware of out of school opportunities that could help them with their careers aspirations
- Stress the vital importance and powerful market value of a good GCSE in maths and English
- Students understand that a growing range of career choices require a good foundation within STEM subjects

4 Monitoring, evaluation and review

Each academy should monitor, evaluate and review their provision each year. The CEIAG Lead and nominated member of the Academy Council should report annually to the Academy Council, reviewing outcomes in the light of the current CEIAG Strategy and Procedure and seeking approval of any changes for the forthcoming year.

Monitoring could include destinations measures data, student surveys, parental and staff feedback and bench mark tools (such as the Gatsby Benchmark). External Quality Assessment, and preparation for this, can also identify strengths and weaknesses in provision.