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Company Registration Number: 10745840 (England and Wales)

Ethos College

Careers Policy

February 2023



Nurturing inclusive learning communities



1	Summary	Careers Policy			
2	Responsible person	Jack Ghee			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Rebecca Smith			
8	Ratifying committee(s) and date of final approval	Executive Leadership Team			
9	Version Number	1.5			
10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	Careers Access Policy			
12	Disseminated to	Ethos College staff			
13	Date of implementation (when shared)	February 2023			
14	Date of next formal review	February 2024			
15	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
21/01/2022	1.4	Revised to Ethos College only model	Removal of references to other academies
21/02/2023	1.5	Staffing Leaders for CEIAG	Removal of name

Contents

Section	Description	Page
1.	Purpose	3
2.	Key Aims and Objectives	3
3.	Staffing Leaders for CEIAG	4
4.	Trustee with Responsibility for CEIAG	4
5.	Provision	4
6.	Work Experience	5
7.	Aims and Objectives	5
8.	Health and Safety	5

1. Purpose

Ethos College is committed to raising aspirations, challenging stereotypes, and inspiring students to achieve their full potential. Ethos Academy Trust is committed to our statutory duty to provide CEIAG to students from year 7 to year 11 and to ensuring that all students have access to impartial and inspirational careers information, advice and guidance.

This policy is based on the most recent CEIAG review and written in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in October 2018 and non-statutory guidance "Careers Guidance and Inspiration in Schools". National Careers Council advice has also been used to ensure the Trust's provision for CEIAG is meeting or exceeding national standards and recommendations.

This policy has been produced in accordance with the Equality Act 2010 and the Special Educational Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

2. Key Aims and Objectives

The schools' aim to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for CEIAG is based on the Gatsby Bench Marks and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These objectives underpin the quality of our provision in school. Our Aims:

- To develop students' self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values;
- To encourage and support career exploration and research through both enrichment and curriculum-based classroom / group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources, working with employers, visiting speakers and work-related activities delivered by representatives from industry;
- To provide work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future;
- To develop skills and professional ethics to meet the demands of a changing work environment;
- To embed all of the above, increasing students' confidence, resilience and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.

3. Staffing Leaders for CEIAG: Jack Ghee (Ethos College)

CEIAG Leaders will ensure that correct procedures are followed and that all students, parents or professionals involved have fully understood each school's role and what strategies will be implemented. Careers Leaders will ensure the schools have an appropriate policy for CEIAG and a statement of Provider Access, both of which will be available on the schools' websites. Careers Leaders will conduct an audit of careers provision and ensure that each school works towards the Gatsby Benchmarks, in accordance with the DFE statutory guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Careers & Enrichment Co-ordinator: The trust has a Careers Co-ordinator from C& K Careers, whose responsibility it is to co-ordinate CEIAG and work-related learning across the school in partnership with the Careers Leaders and to facilitate impartial careers guidance interviews for students.

All staff, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas. Many aspects will also be delivered in breakfast and nurture time, intervention time and school drop down days. Hence all staff are responsible for signposting students to where they can get further information, advice and guidance.

4. Trustee with responsibility for CEIAG: Gary Cox

The Lead Trustee for CEIAG has responsibility for familiarising the Trust's Board with the CEIAG policy and ensuring that school staff follow statutory guidelines. They will ensure that sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved.

5. Provision

Ethos Academy Trust is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of the curriculum are developed to ensure that students are inspired to aim high and enter the full range of professions and careers.

Ethos College consciously works to prevent all forms of stereotyping in the advice and guidance provided, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers. The Trust ensures that disadvantaged students and those with Special Educational Needs and Disabilities have early careers interviews to ensure sufficient planning and transition for their next step.

Careers education is embedded in the curriculum within tutor time, and in enrichment activities. This is also achieved through engagement in STEM activities and other education schemes and through employer and careers fairs. All curriculum areas provide careers information and education and industry-related knowledge, and help students think about the skills that can be applied in different jobs.

Ethos College provide comprehensive careers information and education and access to careers software and websites. There is a dedicated and fully resourced careers area, as well as online packages and careers

websites. Resources available are differentiated to suit individuals and groups according to their needs and requirements. All Post 16 providers are actively encouraged to attend showcase events to ensure a fair coverage of all available routes and qualifications.

Ethos College is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision. The Trust provides work related learning opportunities to equip students with first-hand knowledge and experience of the world of work. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market. These include Enrichment Days, Careers Marketplace and STEM activities and College and University taster days.

6. Work Experience

Work experience that is well planned and well organised has an important role in developing a student's personal and social skills and providing them with opportunities to learn directly about the world of work. Ethos Academy Trust is committed to offering all year 10 students the opportunity to undertake a one-week work placement. In addition to the one-week work placement, some students may benefit from having a work placement embedded as part of their timetable. In these cases, discussions between the pupil, parents / carers and the school would need to take place before a timetable could be changed to include a long-term work placement.

7. Aims & Objectives

The aim of a work placement is to prepare students for the opportunities, responsibilities and experiences of adult life. Objectives include:

- Gaining experience of the world of work in becoming better prepared for the transition from education to work;
- Finding out about how the world of work differs from school;
- Introducing students to the knowledge and skills of a particular occupational area;
- Developing employability and key skills;
- Improving attainment in individual subjects by making learning more relevant and relating subjects to the world of work;
- Providing a useful insight into factors which may inform career planning and individual targets.

8. Health and Safety

Ethos College aims to develop students' understanding of health and safety prior to undertaking a work placement by effective preparation and support. These opportunities reinforce that learning, as students on work placement have a duty of care for their own health and safety, as well as that of others who may be affected by their actions. All accidents must be reported. Ethos College will ensure that a planning visit to the work placement is undertaken beforehand and that all relevant health and safety paperwork is completed. Safeguarding procedures are followed to ensure that all work placements are appropriate and safe for students.