



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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Approved by:	Board of Trustees
Responsible for:	Secondary Improvement Team

Before formulating this policy consideration was given to Best Practice outlined in the CDI Careers Guidance in Schools and Colleges; the Gatsby Benchmarks; and the statutory Careers Guidance and Access for Education and Training Providers (pub. DfE, September 2022).

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1.

2. Content

The Turing School puts the needs of each student at the centre of all learning and social experiences, and has a commitment to delivering a high standard of CEIAG. Through CEIAG work The Turing School seeks to ensure every student gains the confidence and self-belief alongside the skills, knowledge and experience required to manage their own career progress.

The Turing School has appointed a Link Governor for Careers. The governing body will review and monitor the CEIAG within school via updates submitted by the school careers adviser to the local governing body.

3. Purpose

The purpose of the The Turing School CEIAG policy is to explain the way in which The Turing School prepares students for transition into the world of work, FE/HE, and Apprenticeships. The Turing School celebrates the positive differences of all students and recognises their worth within the workplace. This leads to bespoke ways of working with each student to ensure needs are met through the CEIAG programme. Students will be equipped with the skills required to follow their chosen career pathway.

4. Scope

Subject teachers are encouraged and supported to make links to CEIAG throughout Key Stages

3&4. Examples include:

- History - National History Museum Trips, London Dungeon & National War Museum
- Art - Trip to Paris
- Geography - Trip to Italy, Lanzarote, Kew Gardens plus other London Museums
- Drama - Visit to various theatres/shows like Blood Brothers & Aladdin
- English - Trips to Globe Theatre & Folkington Manor
- Maths - Trips to Local Universities & Colleges

Careers education is also delivered through the PSHE programme both in KS3 & 4. Students will also have the opportunity to take part in the whole school opportunities such as National Careers Week and National Apprenticeship Week. As a school we also work alongside Speakers for Schools as well as a variety of other external businesses and organisations. Our Turing 100 programme also gives students the opportunity to practise their 'soft skills' when completing the activities and gathering evidence in their online portfolio. Subject teachers are also required

to deliver Subject Career based lessons at various points throughout the year.

5. Aims and Objectives

Aims

The overarching aim is to deliver professional careers education, information, advice and guidance. Careers guidance is delivered by Elev8 Careers. Students will have opportunities embedded within the CEIAG programme to develop employability skills and will be supported to manage their careers pathway.

Objectives

Students will have access to an onsite specialist Careers Adviser for impartial 1:1 careers guidance.

Access to our Careers Education Programme will support students to:

- develop their employability skills and their self-awareness of their skills and interests;
- explore their options;
- develop an understanding of education, training and employment routes.

Students will have opportunities to go out on work experience, undertake voluntary work, take part in day trips to colleges, universities, industry trips, employer talks within school, build a CV, and practise interview techniques.

6. Learner outcomes

Students will be able to:

- where appropriate, try out different work opportunities;
- gain an insight into the labour market;
- gain an understanding of skills sets and how skills are transferable;
- develop an understanding of soft skills, hard skills, and how to promote themselves using CVs/application forms/interviews;
- develop the skills employers look for such as resilience, team work, and problem solving;
- have access to both paper-based and online resources to assist in their research about careers;
- have access to impartial information on options Post-16 and Post-18 and beyond;
- gain support and guidance through the full HE application process, including accessing

Student Finance and providing parental support where needed.

By the time students are ready to leave school they should be able to make their own career plan, involving the following:

- start to independently make action plans for the future;
- feel informed and confident about managing their transitions into HE, FE, Apprenticeships or the workplace;
- know how to look for opportunities and who to ask for assistance if support is required;
- be able to complete application forms for jobs and for University or College, and update CVs.

Each student's progression will be tracked and monitored by the school. Students will record their findings during PSHE lessons or their Careers Passport during National Careers Week. Monitoring will include recording each student's participation in the following activities/interactions/events:

- careers activities/meetings/events;
- in school career talks by employers/apprenticeship providers/HE providers;
- work experience;
- voluntary work;
- enterprise activities;
- part time work;
- industry/Career visit;
- college visit;
- university visit;
- careers guidance interview.

Students' progression will be tracked and monitored via the destinations database, created and updated by the school's Careers and HE Adviser each academic year.

7. CEIAG Implementation

Learners are encouraged to attend employer/provider talks within school to learn about different employment opportunities.

Learners from Year 9 will have the opportunity to take part in trips to industry/universities/colleges/careers and skills events. Careers guidance interviews by the onsite specialist Careers Adviser will be available from Year 10 onwards.

There will be access to home Careers Advisers for EHCP students if the local authority offers this service. The Turing School works alongside Youth Employability Service East Sussex (YES). YES offers teenage career advice, support and guidance to young people in the East Sussex area. Commissioned by East Sussex County Council, they work specifically with young people aged 16-18 who are not in education, employment or training (NEET), or are at risk of being NEET.

Links between the East Sussex Careers Hub, / The Turing School, SENCo and Careers Adviser will ensure the most appropriate approach is being utilised to enhance careers understanding for each of the school's EHCP and SEND students.

Collaborative work between the Careers Adviser/YES and our SENCo will support learners moving into the sixth form or College for Further Education.

Networking with colleges/employers/universities will ensure students are supported with transition and that systems are in place to support students.

8. Student Entitlement

All students, including those from vulnerable groups, are entitled to equal access to the same provision.

The Careers Activity Plan for all year groups is published on the school website under Information – Careers. The document can be downloaded as a pdf file.

Some talks are targeted at students from Year 8 and upwards i.e. apprenticeships/university talks. Industry talks are also available to students, usually from Year 9 upwards. Year 10 students explore post-16 options and also have the opportunity to take part in a week of work experience.

Students will be supported on visits to post-16 provision and skills events. This includes college and university visits, employer visits and support with application forms.

Parents/carers are introduced to the onsite Careers Adviser from Year 9, or earlier if this is appropriate.

9. Destinations

Student destinations are held on a school database, with a range of returns made to the Local Authority as required. Progress is tracked and assistance is available to learners if they require information, advice and guidance after leaving school.

10. Policy Review

To be reviewed every three years or sooner if required.

11. Links to other policies

Child Protection and Safeguarding Policy (found on our school website under policies)

Provider Access Policy Statement (found on our school website under policies)

Appendix 1

This policy should be read in conjunction with the Provider Access Policy Statement. This is published on the school website (found under the policies page)

Appendix 2 – Offsite Provision

Offsite provision at The Turing School.

This list is not exhaustive and is always growing to meet the specific interests of our students.

Provision bought in by The Turing School with qualifications attached:

We currently do not buy in any off site qualifications for students.

Provision bought with with learning/soft skills but no qualifications attached:

We currently do not buy any off site provisions for students.

Voluntary work opportunities:

Sometimes there is an age stipulation of 16 or 18 years of age. The Turing School will look at different work areas to match areas of interest. In recent years, students have worked in:

- The Grand Hotel Eastbourne
- Kube Hair Design
- Busy Bees Nursery
- St Anne's Veterinary Practice
- West Rise Junior School

This is a sample list of employers who assist year on year.

Work Experience opportunities:

Accessible to students in Year 10. Placements can be arranged on a one day a week basis for a 1-week block placement. Students can also, instead, obtain their 'own find' opportunity if they wish, if they remain within East Sussex and the correct insurance and H & S are in place and verified by ESCC either local to home or local to school.