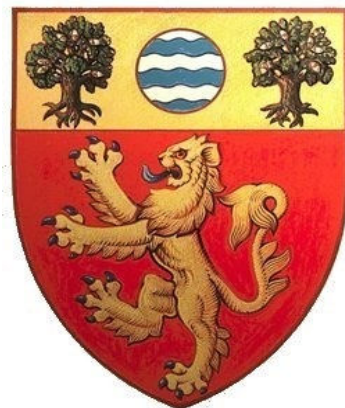


Royal Alexandra & Albert School



Careers Education, Information, Advice and Guidance Policy

Applies to	School
Committee responsible	Governing Body
Governing Body approval required	Yes
Accountable Executive	Deputy Head Curriculum, Teaching & Learning
Status & Review Cycle	Statutory, three years
Last approval	26 March 2025
Next approval	Spring 2028

Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, last updated January 2023

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

1.1 Royal Alexandra and Albert School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principals document makes direct reference to developing:

'knowledge, skills and attributes they (Royal Alexandra and Albert School students) need to lead successful and happy lives'

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Two, Three and Four.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at Royal Alexandra and Albert School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the pupil
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 Royal Alexandra and Albert School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as

by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7-13 and careers opportunities are available for KS2.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.2 All pupils in years 7-13 are entitled:

6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

6.2.3 to understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

- 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored
- 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
 - 7.2.1 Feedback from stakeholders through mechanisms such as the student and parent survey;
 - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
 - 7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.3 The governors of Royal Alexandra and Albert School will review this policy every three years.

The Gatsby Benchmarks (Nationally updated in November 2024)

Appendix 1

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> ● Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and has an identified and appropriately trained careers leader responsible for it. ● The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. ● The careers programme should be published on the school’s website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it. ● The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact
<p>2. Learning from career and labour market information</p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and</p>	<ul style="list-style-type: none"> ● During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. ● Parents and carers should be encouraged and supported to access and use information

	<p>labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<p>about careers, pathways and the labour market to inform their support for pupils in their care</p>
<p>3.Addressing the needs of each student</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> ● A school’s careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. ● Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. ● For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil’s records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or

		employment destinations to inform personalised support. • Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme
4. Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	<ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer
6. Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces.

	<p>their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> ● By the age of 18, every pupil should have had at least one further meaningful experience.
<p>7.Encounters with further and higher education</p>	<p>All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> ● By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. ● By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
<p>8.Personal guidance</p>	<p>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely</p>	<ul style="list-style-type: none"> ● Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

	with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme	
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Autumn Term

Future Skills Questionnaire
Introduction to Careers at RAAS assembly
Tutor Time Careers Activities

Spring Term

Tutor Time Careers Activities
Apprenticeship Week Activities
Careers Week Curriculum Activities
Careers Week Assembly

Summer Term

Tutor Time Careers Activities
Careers Fair

Year 8

Autumn Term

Careers at RAAS assembly
Tutor Time Careers Activities

Spring Term

Tutor Time Careers Activities
Personal Development Programme Lessons

Apprenticeship Week Activities
Careers Week Curriculum Activities
Careers Week Assembly
Tutor Time Careers Activities

Summer Term

Tutor Time Careers Activities
Future Skills Questionnaire
Careers Fair

Year 9

Autumn Term

Tutor Time Careers Activities
Options Parents Evening
Careers at RAAS assembly
Optional Careers Advice Appointment for Students – Mrs Legg (Request only)

Options Workshops
Options Booklets

Spring Term

Tutor Time Careers Activities
Optional Careers Advice Appointment for Students – Mrs Legg (Request only)
Personal Development Programme Lessons
Worktree Employer Encounter Lesson
Apprenticeship Week Activities
Careers Week Curriculum Activities
Careers Week Assembly

Summer Term

Tutor Time Careers Activities
Future Skills Questionnaire
Careers Fair

Year 10

Autumn Term

Tutor Time Careers Activities
Careers at RAAS assembly
Work Experience Assembly

Spring Term

Tutor Time Careers Activities
Apprenticeship Week Activities
Apprenticeships Assembly
Vocational Pathway Assembly
Careers Week Curriculum Activities
Careers Week Assembly
Careers Advice Appointment for Students – Mrs Legg

Summer Term

Tutor Time Careers Activities
Work Experience
T-Level and Vocational Course Taster Sessions
Careers Advice Appointment for Students – Mrs Legg
Future Skills Questionnaire
Careers Fair

Year 11

Autumn Term

Tutor Time Careers Activities
Careers at RAAS assembly
Prefects in PD lessons -
Sixth Form Opening Evening
Sixth Form Interviews

Post 16 Applications Process assembly
Follow Up Careers Advice Appointments for Students – Mrs Legg

Spring Term

Tutor Time Careers Activities
Apprenticeship Week Activities
Apprenticeship workshops
Careers Week Curriculum Activities
Careers Week Assembly
Follow Up Careers Advice Appointments for Students – Mrs Legg
Tutor Time Careers Activities

Sixth Form

In Years 12 and 13, pupils follow a comprehensive work book that provides information and activities on the following topics:

- Introduction to A Level Study
- Preparation for Post 18 Study
- Alternatives to Study
- Your Professional Future
- Work Experience
- Your Financial Future
- Your Wellbeing
- Your Post Graduate Options
- Assessing your Learning - Reflections of Progress
- Careers fair

During the first term, pupils will also have a 1-2-1 careers interview.

The Lecture Programme

Sixth Form students attend a lecture every week. The Lecture Programme covers a wide range of topics, to prepare pupils for life after Sixth Form.

Pupils also receive the following support:

- Regular 1-2-1 meetings with tutors to discuss progress and future plans
- Access to Unifrog to support informed choices across universities and apprenticeships
- Students are encouraged to deliver presentations about apprenticeships and the apprenticeship process during their tutor time in the first term
- 1-2-1 support with UCAS applications. This involves individual meetings with a member of the Sixth Form team to discuss applications
- A bespoke Oxbridge and Medical application programme is in place that offers support on entrance exams, interview preparation, wider issues discussion, and support with personal statements.

In addition, all year 12 students participate in a 3-day work placement during Explore Week in July.

Access Policy Statement - Appendix 3

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: Royal Alexandra and Albert School

Date updated: October 2024

Rationale

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 by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

The Royal Alexandra and Albert School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Royal Alexandra and Albert School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Royal Alexandra and Albert School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Royal Alexandra and Albert School policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Royal Alexandra and Albert School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (*Alistair Tickett and Ginny Fair*) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Royal Alexandra and Albert School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Alistair Tickett, Careers Leader. *Alistair Tickett* may be contacted by telephone or email, alistairtickett@gatton-park.org.uk , Tel 01737 649000.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that Royal Alexandra and Albert School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Royal Alexandra and Albert School.

Details of premises or facilities to be provided to a person who is given access

Royal Alexandra and Albert School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Royal Alexandra and Albert School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to *Alistair Tickett*, email: *alistairtickett@gatton-park.org.uk*,

Alistair Tickett will raise the complaint to *Morgan Thomas (Headteacher)* of Royal Alexandra and Albert School.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Executive Leadership Team.

Policy Coordinator: *Alistair Tickett*

Policy Reviewed: *October 2024*

Appendix

Providers who have been invited into Royal Alexandra and Albert School to date include:

Below provided as an example

East Surrey College

ALPs

Destinations of previous pupils from Royal Alexandra and Albert School:

Below provided as an example

Reigate College

East Surrey College

Coulsdon College

University of York

University of Bristol

University of Manchester

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Alistair Tickett.

Telephone: 01737 64900

Email: alistairtickett@gatton-park.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.