



Careers Education, Information Advice & Guidance (CEIAG) Strategy

Introduction:

At The Kimberley School, we recognize the importance of providing comprehensive Careers Education, Information, Advice, and Guidance (CEIAG) to all our students. Our aim is to equip students with the knowledge, skills, and experiences necessary to make informed decisions about their future education, training, and career pathways. This policy outlines our commitment to delivering high-quality CEIAG in accordance with national guidelines, including the Gatsby Benchmarks and statutory requirements outlined in relevant government documents such as the Careers Strategy and the SEND Code of Practice.

Policy Framework: Our CEIAG provision is guided by the following principles and frameworks:

1. **Gatsby Benchmarks:** We adhere to the Gatsby Benchmarks, a framework of eight guidelines that define best practice in careers provision. These benchmarks provide a structured approach to ensuring that all students receive effective CEIAG throughout their time at school.
2. **Statutory Requirements:** We comply with statutory requirements outlined in relevant government documents, including the Careers Strategy and the SEND Code of Practice. This ensures that our CEIAG provision is inclusive and meets the needs of all students, including those with special educational needs and disabilities (SEND).
3. **Personalized Support:** We recognize that each student has unique talents, interests, and aspirations. Our CEIAG provision is tailored to meet the individual needs of students, helping them to explore a wide range of career options and develop a clear understanding of their own strengths and preferences.
4. **Partnership Working:** We work in partnership with employers, colleges, universities, and other external stakeholders to enhance our CEIAG provision. These partnerships provide students with access to real-world experiences, such as work placements, industry visits, and guest speakers, enriching their understanding of different career pathways.

Key Objectives: Our CEIAG provision aims to achieve the following objectives:

1. **Raise Awareness:** We aim to raise awareness among students about the full range of career options available to them, including further and higher education, apprenticeships, and vocational training.
2. **Develop Skills:** We seek to develop students' employability skills, such as communication, teamwork, problem-solving, and resilience, through a range of activities and experiences both within and outside the curriculum.
3. **Promote Inclusion:** We are committed to promoting equality of opportunity and inclusion in our CEIAG provision, ensuring that all students have access to the support and resources they need to make informed decisions about their future.
4. **Provide Information and Advice:** We provide up-to-date and impartial information and advice to students about their education, training, and career options, enabling them to make informed choices that align with their interests, abilities, and aspirations.
5. **Facilitate Decision-Making:** We support students in making well-informed decisions about their future pathways by providing guidance, encouragement, and practical support throughout the decision-making process.



Implementation: Our CEIAG provision is delivered through a variety of means, including:

1. **Curriculum Integration:** CEIAG is integrated into the curriculum across all key stages, with dedicated lessons, workshops, and activities delivered by subject teachers, form tutors, and external providers.
2. **One-to-One Guidance:** Students have access to one-to-one guidance sessions with qualified careers advisers, who provide personalized support and assistance with career planning, goal-setting, and decision-making.
3. **External Engagement:** We regularly invite employers, colleges, universities, and other external stakeholders to participate in CEIAG activities, such as careers fairs, workshops, and networking events.
4. **Online Resources:** We provide access to a range of online resources, including careers portals, job boards, and information databases, to support students in researching and exploring their career options independently.
5. **Work Experience:** We offer students the opportunity to gain valuable work experience through placements in year 12, volunteering opportunities with local employers and exposing students to different businesses.

Monitoring and Evaluation: We regularly monitor and evaluate the effectiveness of our CEIAG provision through:

1. **Feedback:** We gather feedback from students, parents, teachers, and external stakeholders to assess the impact of our CEIAG activities and identify areas for improvement.
2. **Data Analysis:** We analyse data on student destinations, including progression to further education, employment, and training, to evaluate the effectiveness of our CEIAG provision in supporting positive outcomes.
3. **Review and Reflection:** We conduct regular reviews of our CEIAG policy and practice to ensure that it remains relevant, responsive, and aligned with national guidelines and best practice.

Conclusion: At The Kimberley School, we are committed to providing high-quality CEIAG that enables all students to realize their full potential and make successful transitions into further education, employment, or training. By adhering to the principles outlined in this policy and working collaboratively with students, parents, staff, and external partners, we will continue to deliver outstanding CEIAG that meets the needs of our diverse student body and prepares them for the opportunities and challenges of the future.



Appendix 1:

Provider Access legislation

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations in line with guidance updated in January 2023:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Schools must ensure that there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships. The purpose of this policy is to set out the circumstances in which education and training providers will be given access to registered students for the purpose of informing them about approved technical education qualifications or apprenticeships.

It also specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students: Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.

Procedure

A provider wishing to request access to students in Years 7 to 11 should contact The Careers Leader through the main reception or email K.Careers@kimberleyschool.co.uk

For students in Years 12 and 13, providers should contact the Assistant Head Teacher, Jo Clemmet, responsible for the Sixth Form or Richard Jolly, Head of year 12.

No other members of staff are able to authorise access to students for the purposes set out within this policy.

Opportunities for access

There are a number of ways in which providers can access students at the school. These include sharing literature electronically or by student post; displaying posters in relevant areas of the school; information in the school careers' library; student notices; attending events or talking with groups of students in classes or assemblies.

If providers are invited into school then the school will follow appropriate safeguarding procedures, dependant on the circumstances of the event. These procedures will be agreed with the Designated Safeguarding Lead.

The school will always seek to enable providers to have access to students where it is to the students' benefit to raise their awareness of the provider's education. However, the school does reserve the right to deny access to students in circumstances that will be detrimental to the students, for instance:

- The provider's information is already available to students and to take them away from other activities in the school to repeat this would be detrimental.
- There is no reasonable opportunity for a provider to talk in assemblies, tutor time or Personal Development sessions because of a pre-planned programme of events.
- The provider is offering students' qualifications that are already provided at The Kimberley School or are not approved technical education qualifications or apprenticeships.



Where it is not possible to accept a request for a provider to attend an event in school, the two staff identified above will explore other ways of communicating this information to students, drawing on the examples given in this policy.

Premises and facilities

If providers are invited into school, then the relevant member of staff will work with them to ensure that they have access to the premises and facilities that they require as long as this is not detrimental to the smooth day to day running of the school