



Staffordshire University Academy		Academy Policy Document			
Approved by:	LAC	Issue date:	Sept 2022	Review date:	Sept 2024
Policy Title:	Careers Education, Information, Advice and Guidance Policy (CEIAG)				
Policy Owner:	Assistant Principal	Page 1 of 6			
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	LAC <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>	

Mission

To achieve the very best outcomes and life chances for the children of our wider community.

Values and ethos

Here at Team SUA we make a difference. The culture of our academy ensures that our students achieve the very best life chances. Standards are high. Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to occur. The staff and students at the academy continue to work together to improve every aspect of academy life.

We underpin everything on our three academy values of ‘Aspire, Believe, Achieve!’ We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. We believe it is working too as Ofsted stated, ‘Leaders know their pupils well and make sure that they have many valuable opportunities to learn beyond the classroom...Incidents of poor behaviour are rare.’ (Nov 2019)

Successful learning is about partnership and we work to achieve this through excellent communication between the academy, parents, governors and the local community. This is recognised as a strength of ours at SUA; parental voice and support is helpful and overwhelmingly positive.

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE’s statutory guidance, ‘Career’s guidance and access for education and training providers’, which was last updated in October 2018.

The main aims of careers provision at SUA are to:

- Prepare and instil a healthy attitude towards work.
- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Support students to access information on the full range of post-16 education and training opportunities.
- Offer targeted support for vulnerable and disadvantaged young people

1. Legal Framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE ‘Career’s guidance and access for education and training providers’ 2021
- Education Act 1997; 2004; 2011
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009



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- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

2. A Stable Careers Programme

2.1. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the career’s leader will be published on the school website.

2.2. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils.

2.3. Details of the academy’s careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.

2.4. The careers leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

3. Labour Market Information

3.1. The academy will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.

3.2. Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.

3.3. The academy will ensure students and their parents understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

3.4. The academy will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

3.5. The academy will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.



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3.6. The academy will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in the academy.

3.7. To support social mobility, the academy will work to raise students’ aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

4. ADDRESSING THE NEEDS OF Students

4.1. The academy’s careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

4.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

4.3. Comprehensive and accurate records will be kept within the online Careers Tracking software Compass Plus. The academy will allow access to this information, should a student or their parent request it.

4.4. Destination’s data will be retained by the academy for at least three years. Information about destinations, e.g. the percentage of students attending sixth form or college will be published on the school’s website alongside the academy’s careers programme.

4.5. The academy will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Careers Leader on a termly basis who can then base further development of the academy’s career guidance plan on the results and areas of success or failure.

5. Targeted Support

5.1. The academy will work with the Local Authority to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.

The academy will work in partnership with their commissioning schools and Local Authorities, as well as post-16 providers, to provide support and advice on transitional pathways into Further Education or training.

5.2. The academy will work with Jobcentre Plus under their ‘Support for Schools’ programme.



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5.3. The academy will ensure that students understand the programmes available to support them and the financial costs associated with staying in post16 Further Education.

5.4. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the academy will work with the Local Authority and local post-16 education or training providers to share student data and ensure these students receive such support.

5.5. The academy will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

6. Students with SEND

6.1. The academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

6.2. The Careers Leader will work closely with staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The academy will work with families of pupils to help them understand what career options are available.

6.3. Surveys will be conducted to find out individual student’s aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.

6.4. Career’s guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person’s abilities.

6.5. The academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

6.6. Career’s guidance will focus on a student’s career aspirations and the post16 options which are most likely to give the student a pathway into employment or HE.

6.7. The SEND local offer will be utilised; annual reviews for a student’s EHC plan will be informed by good careers guidance.

Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the academy’s successful careers strategy.

6.8. When arranging work experience for students, the school will work with the work experience support service and employer to determine any additional support that will be needed during the work placement.



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7. Work Experience

7.1. The academy will ensure that all students have had at least one experience of a workplace by the age of 16 including the following:

- Workplace visits
- Work experience (1-2 weeks)
- Job shadowing
- Career-related volunteering and social action

8. Personal Guidance

8.1. All students will be provided with opportunities for personal guidance interviews with a qualified Careers Adviser. Such interviews will take place by the time the student reaches age 16.

8.2. Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.

8.3. Careers advisers working with Looked After Children or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

9. Information Sharing

9.1. The academy will provide the relevant information about all students to the Local Authority support services including:

- Basic information, such as the student’s name or address.
- Other information that the Local Authority requires to support the student to participate in education or training to track their progress.

9.2. The academy’s privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

9.3. Local Authorities will be notified, as early as possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The academy will agree on local arrangements for ensuring these duties are met.

Baker Clause – Provider Access

Introduction

This policy statement sets out the academy’s arrangements for managing the access of providers to students at the academy for the purpose of giving them information about the provider’s education or training offer. This complies with the academy’s legal obligations under Section 42B of the Education Act 1997.



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Student entitlement

All students 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 Andrew Washbourne, Assistant Principal, Telephone: 01543 224700;

Email: awashbourne@suacademy.co.uk

Opportunities for access

A number of events, integrated into the academy careers programme, will offer providers an opportunity to come into academy to speak to students and/or their parents/carers.