

THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



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

2024 - 2026



Achieving Excellence Together

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| Policy reviewed: | May 2024 |
| Reviewed by: | Deputy Headteacher |
| Next review due: | Summer 2026 |



Introduction

This policy outlines how the school's values, "We are ambitious. We are committed. We are proud" are to be mirrored by our students in their future lives. We believe that young people should be given the best support available to develop their careers and to make choices about their future education and/or employment. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

Aims and objectives

The Ripley Academy's careers programme aims to:

- Follow the principles of the Gatsby Benchmarks.
- Ensure that every student has meaningful encounters with employers and employees.
- Ensure that every student has first-hand experience of the workplace.
- Ensure that all students understand the full range of learning opportunities that are available to them at each stage of transition.
- Ensure that every student, and their parent(s)/carer(s), have access to good quality careers information and labour market opportunities.
- Ensure that curriculum learning is linked to careers.
- Ensure that the needs of each individual student is addressed, providing a range of methods of careers guidance and support at different stages.
- Ensure that every student has opportunities for independent careers advice with a trained external careers adviser.

Careers Programme

Careers Education, Information, Advice and Guidance (CEIAG) is taught to all years within the school. The main elements are:

Year 7

During Personal Development lessons students will learn about careers and their future, financial education and transition points in life. During tutor time students work through Unit 1 of the Steps career programme. This includes growth throughout life, creating opportunities and seeing the big picture.

Students are introduced to the online career's platform Unifrog here they can start to build up a personal profile of interactions and experiences that will be used throughout their time at The Ripley Academy and beyond.

Year 8

During Personal Development lessons students will learn about different careers, careers and aspirations, employability and enterprise skills.

During tutor time students work through Unit 2 of the Steps Career Programme. This includes beliefs and values, looking ahead to the future and writing an action plan.

Students will use Unifrog to continue to build their personal profile of interactions and experiences that they have taken part in throughout their time at The Ripley Academy and beyond.



Year 9

During Personal Development lessons students will learn about finance and budgeting, labour market information and moving from failure to success.

During tutor time students work through Unit 3 of the Steps Career Programme. This will focus on exploring KS4 options linking future employment to curriculum learning, personal qualities and different qualifications.

Students will use Unifrog to continue to build their personal profile of interactions and experiences. They will also use Unifrog to explore the careers library and research post 16 options in preparation for choosing their KS4 options.

Year 10

During Personal Development lessons students will explore pay slips, employment and consumer rights and responsibilities.

During tutor time students work through Unit 4 of the Steps Career Programme. This will focus on application skills, managing money and post 16 options. Work Related Learning also becomes a focus as students complete a week of work experience at the end of Year 10.

Students will use Unifrog to continue to build their personal profile of interactions and experiences. They will also use Unifrog to explore the careers library, research post 16 options and complete work experience placement documents.

Year 11

During Personal Development lessons students will learn how to write a personal statement, CV writing, post 16 options and also explore exam stress and anxiety.

During tutor time students will be focusing on revision skills in key areas of study to prepare them for their GCSE exams.

Year 11 students are interviewed by Senior members of staff and are prioritised for independent careers guidance by the school's Careers Advisor as part of the Academy's external careers advice provision contract. They also will receive support on exam results day.

Students will use Unifrog to reflect on their work experience and add information to their personal profile. They will also use Unifrog to explore the careers library, research post 16 options and apply for post 16 pathways.

Assemblies and career outreach sessions

KS3 Students will take part in a range of assemblies, outreach and drop-down day sessions that introduce them to employers, future skills and further and higher education. This includes meeting employees from Forbo Flooring, Morrisons, Places for People, Busy Bees Nursery, public services and the NHS. Students will also learn about post 16 Options through outreach sessions and campus visits which include Nottingham Trent University and Derby College.



KS4 students will take part in outreach sessions delivered by Amazing Apprenticeships, E4E, Ideas For Careers, Dancop & Juniper. These careers focused providers will educate students on a range of key skills including post 16 pathways, interview skills, job application skills, CV writing, revisions skills, different careers and confidence building techniques. Students will be made aware of local college and university open days and labour market information via our social media platforms and the 'Careers Corner' of the school newsletter.

Sixth Form

Through the Tutor programme form tutors will work with students during the year to establish and track 'next steps'. The Sixth Form enrichment programme (1 lesson a fortnight per year group) provides in house and external support for UCAS applications, student finance, CV creation, how to write personal statements, apprenticeships, the world of work and job applications. There is 1:1 support for UCAS applications from tutors and HOSF. Year 13 students will receive support on results day and all sixth form students will be offered careers interviews via our external careers advisor contract.

Management and staffing

The Careers Leader is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Deputy Head with responsibility for CEIAG, and working with the Heads of Year, Head of Sixth Form and Form Tutors.

The Careers Leader has undertaken a Level 6 qualification in Careers Leadership. The careers Leader provides programmes of study for Form Tutors to deliver. The Head of Sixth Form will deliver sessions on CEIAG to Year 12/13 students. The school also contracts a qualified independent Careers Adviser to offer career guidance one full day per week.

A broad range of staff support careers activities and careers learning at school including STEM staff, SENCO, and subject teachers.

Resources

The school is committed to providing resources to enable an effective careers programme, including adequate staffing, staff training and teaching resources.

Employer links

Links with employers, businesses and other external agencies continue to grow through both the D2N2 Local Education Partnership and building local community connections. The Ripley Academy works closely with the school's Enterprise Advisor.

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser.



The Careers Leader works with the SENCO to support Education, Health and Care planning to support students who may be facing other challenges.

Role models including alumni, outside speakers and University students and staff are brought in to raise aspirations and demonstrate what is possible after life at The Ripley Academy, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored, and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and outcomes for students.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and work-related learning.
- Staff feedback on work experience visits and monitoring calls.
- Completing termly Compass+ reviews of The Gatsby Benchmarks. These take place in conjunction with our D2N2 advisor and Enterprise Advisor.
- Gathering informal feedback from external partners and from parents.
- Quality assurance of SMSC (including CEIAG) lessons as part of departmental quality assurance.
- Student destination figures post-16 and post-18.