



Policy Statements and Procedures

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CIAG) POLICY

Policy Rationale

De Salis Studio College, as part of The Rosedale Hewens Academy Trust, believes that all students have the right to independent and impartial careers guidance. This policy demonstrates this view and in doing so fulfils the requirements of the Education Act 2011. The Act places a duty on schools from September 2012 to secure access to independent careers guidance for all students, including those from disadvantaged backgrounds, with special educational needs or a disability. This policy is based on the Department for Education's (DfE's) statutory Careers guidance, and access for education and training providers:

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

This policy aims to set out our school's provision of impartial and informed careers guidance for our students, which includes the ways in which students, parents, teachers and employers can access information about our careers programme. High-quality careers guidance is important for our young people's' futures, and our provision aims to:

- Support students as they prepare for the workplace, by building self-development and career management skills.
- Provide wider experiences and a clear understanding of the working world.
- Develop students' awareness of the variety of education, training and career opportunities available to them.
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

The aim of this policy is to support the delivery of an outstanding careers provision; this will be underpinned by the delivery of the eight Gatsby Benchmarks:

- A stable career programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.

- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Delivery of these benchmarks should support students in being confident when making their next steps after college, whether they choose to move in to further education, vocational training or employment.

Aims and Objectives

In order to deliver the above benchmarks, De Salis Studio College is committed to the following goals:

- Supporting the raising aspirations of all students through careers education, information, advice and guidance;
- Ensuring that students have access to a qualified and independent careers adviser throughout every academic year;
- Providing guidance to students in an impartial manner (i.e. showing no bias, stereotyping or favouritism towards a particular work option) and promoting the best interests of students to whom the advice is given;
- Giving students access to information about careers pathways and labour market information to enable them to make informed decisions about their future
- Planning a progressive programme of lessons and activities throughout all years which will support students in choosing 14-19 pathways that suit their interests and abilities, and will help them to follow a career path and sustain employability throughout their working lives;
- Developing a comprehensive careers programme that will enable all students to have at least one encounter with an employer during each year;
- Providing opportunities for students to obtain first-hand experience of workplaces;
- Keeping systematic records of careers interventions that take place with students, including careers experiences and interactions with employers;
- Maintaining an up-to-date policy document that identifies how the above goals will be met and publish this on the college website.

We aim for our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities;
- Develop independent research skills so that they can make good use of career information and guidance;
- Develop and use their self-knowledge when thinking about and making choices;
- Use Local Market Information when thinking about and making choices;
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with changes and transition;
- Be able to anticipate the differences between school, college, university and work;
- Become aware of their individual abilities, skills, qualities, needs and values and with these in mind explore how they might relate to different occupations;
- Develop a positive self-image and feel enthusiastic about their own employment opportunities.

Leadership and Management

The member of the Academy Board of Trustees, who takes a strategic interest in careers education and guidance is the Chair, Steward Duguid.

The Careers programme at De Salis Studio College will be planned, monitored and evaluated by the Careers Leader and Principal.

Programme

The CIAG programme is designed to meet the needs of students at different stages of their learning journey. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration of SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

All students have the opportunity to request an interview with an Independent Careers Advisor at any time throughout Years 9-13. There is a guaranteed offer of either a small group session or 1:1 interview with an Independent Careers Advisor for identified, targeted students (SEND, Pupil Premium, EAL) prior to the end of Year 11.

The De Salis Studio College Careers Programme can be accessed here:

[Careers Programme](#)

Parents, guardians, carers, alumni and employer contacts

The College will actively seek to involve parents, guardians and carers in our careers provision; information will be disseminated through the 'Careers Guidance' element of the College website to help parents, guardians, carers and students keep up to date with the latest development in careers education.

To facilitate the delivery of a successful careers programme the contact details of parents, alumni and other employer contacts that offer support may be kept in a database which will be maintained by the Careers Leader. The contents of this database will not be shared outside of the College and will not be shared with anyone within college unless for the purposes of delivering the careers programme.

Any individual whose details we would like to add to this database will be informed and their consent sought prior to their addition. They will be made aware of their rights under GDPR legislation and will be made aware of the College's Data Protection policy, including but not limited to their right to withdraw their consent to be included in the aforementioned database.

Monitoring and Evaluation

New activities will be planned by the Careers Leader, these will be proposed to the Senior Leadership Team who must approve them before deployment.

The Careers Leader and the Principals/Vice Principals, will be responsible for the on-going monitoring, review and evaluation of both this policy and the careers programme. The evaluation will focus on how successful the activities and policy are in delivering the aims and objectives outlined above; the following sources of data will be considered when determining effectiveness and impact:

- Surveys/feedback from key stakeholders including students, parents, guardians and carers, and staff
- Student Council
- Feedback from pastoral leads
- Evaluation of one-off activities
- Evaluation of on-going activities
- Destinations surveys carried out from Year 10 onwards
- NEET and destination data

This policy will be evaluated and the plans contained within it updated on an annual basis.

Dissemination of the Policy

This policy will be publicly available on the College website and on request to other key stakeholders including parents and carers, Ofsted and the Local Authority.

Policy updated: September 2024

Policy renewal due: August 2025