



## Careers Education, Information, Advice & Guidance Policy

Name of Policy	Careers Education, Information, Advice & Guidance (CEIAG) Policy (including access policy)
ISSR	Part 1: Quality of Education Provided
Reviewed by	SMT
Author/SMT	Mrs G Visram/Mr A Sproat-Clements
Date of school review	September 2024
Date of next school review	September 2025

### Policy Overview

#### 1. Overall Aims

At Alleyn's, we place great emphasis around building excitement about Careers and agree with the Career Development Institute (CDI) positioning –

*“Career describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on career development skills throughout their lives.”*

At Alleyn's, that looks like:

- **Career curiosity** in the Lower School, which continues alongside...
- **Career exploration** in the Middle School, both of which continue and help with...
- **Career decision-making** in the Upper School

These stages help to prepare Alleyn's learners to make well-informed decisions as they embark on next steps towards university and/or apprenticeships, having started to actively consider what is important to them in their bigger picture of life and work in the future.

At appropriate stages in their time at Alleyn's, pupils will be supported as they reflect on their strengths and skills; explore jobs of the future; gain insights about different ways of working such as employment, freelancing and entrepreneurship, build relationships (network); learn

goal setting techniques; undertake work experience; break through stereotypes; learn about personal branding and how positive the purposeful use of social media can be in career development. They will also write CVs; practice interviews; get clear information on multiple routes towards their career goals (including the recognition of portfolio careers) and understand more about how economy, politics and society connect with their own lives and careers.

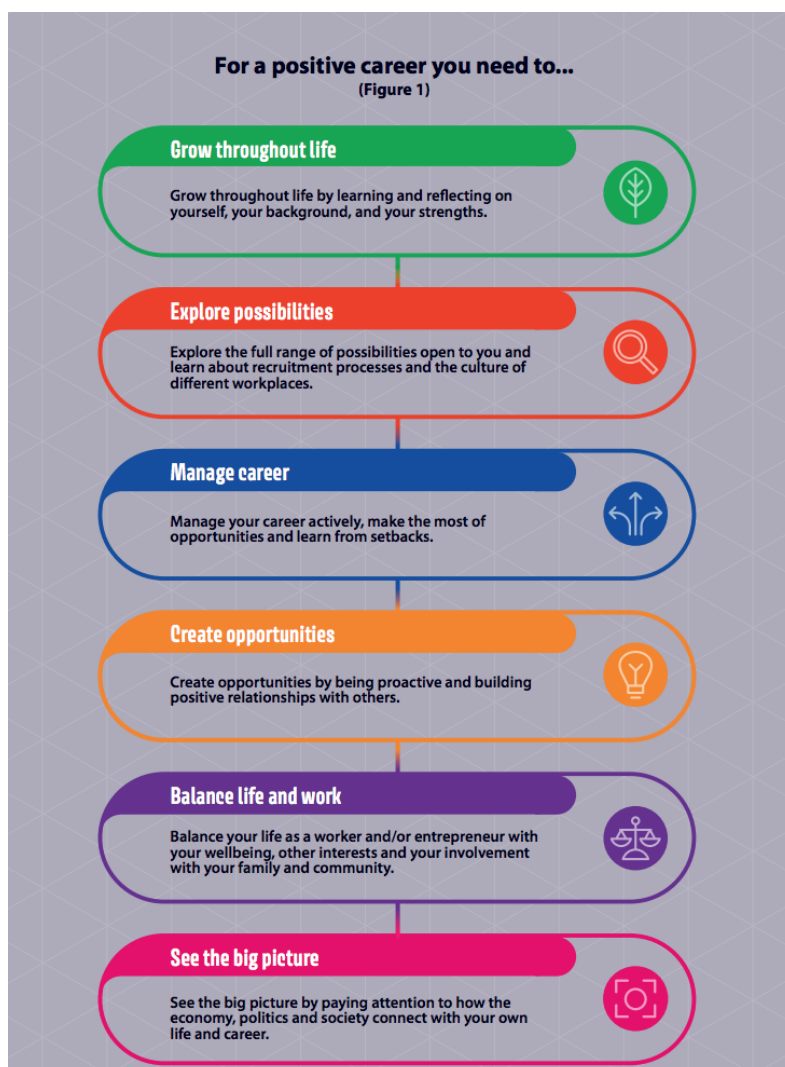
The CDI Career Development Framework (introduced in April 2021) talks about the factors needed for a positive career. These include “grow throughout life”, “explore possibilities”, “manage career”, “create opportunities”, “balance life and work” and “see the big picture”. It is with this vision and in conjunction with recommendations from The Gatsby Benchmarks that Alleyn’s ensures our pupils are poised to embrace potentially 50+ years of a career ahead – one which they will enjoy and one in which their academic and co-curricular foundation at Alleyn’s has been highly beneficial.

### Commitment to Careers

Governors and staff are committed to providing a strategic programme of Careers Employability and Enterprise activities for all pupils in the school. Flexibility is also factored in to be able to maximise impromptu opportunities. This involves working in partnership with our wider school community including parents, alumni and staff as well as and local, national and international business contacts. No student will be disadvantaged in gaining access to opportunities and the programme will promote equality and equity.

The careers programme will help Alleyn’s pupils to embrace the school values of respect, opportunity, curiosity, courage, kindness and much more when it comes to their career journey. Through reflection, research and taking action, pupils will build confidence in themselves. Furthermore, they will gain knowledge about transferable skills and be introduced to a variety of industries to prepare them for their steps beyond Alleyn’s and beyond academia.

While the career programme is designed to ensure leavers receive relevant and beneficial information them to enable them to progress in their next steps, it is also designed to be



inclusive – incorporating other schools (with which we are officially partnered via the SSLP, The Trinity Group and beyond) where possible.

## 2. Statutory requirements and expectations

CEIAG at Alleyn's School will:

- Provide a planned programme of activities to which all pupils from Years 7-13 are entitled, which will help them to plan and manage their careers and incorporate the six elements described by the Careers Development Institute as needed for a positive career (illustrated in the image on p.3)
- Follow the recommendations for good careers guidance as laid out by the 8 Gatsby benchmarks (more below)
- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the pupils' needs
- Follow best practice guidance from respected organisations within the careers profession and other expert bodies
- Work in partnership with the outside providers to ensure all pupils access education, employment or training at 16+ and 18+
- Aim to provide inspiration and aspiration as well as advice about Local Market information (LMI) – described in the 2021 CDI framework as “see the big picture” – paying attention to how the economy, politics and society connect with your on life and career)
- Liaise with parents and alumni about LMI and raising aspiration and building confidence

### Image: The Gatsby Benchmarks

<p>1</p> <p>A STABLE CAREERS PROGRAMME</p>	<p>2</p> <p>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>3</p> <p>ADDRESSING THE NEEDS OF EACH PUPIL</p>	<p>4</p> <p>LINKING CURRICULUM LEARNING TO CAREERS</p>
<p>5</p> <p>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>6</p> <p>EXPERIENCES OF WORKPLACES</p>	<p>7</p> <p>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>8</p> <p>PERSONAL GUIDANCE</p>

Furthermore, the new careers framework from the Career Development Institute (CDI) helps to provide an urgently needed response to the exceptional challenges facing us at this time including:

- the cost of living crisis and its potential to impact career decisions
- the Covid-19 pandemic and the many years of students affected by this time in their education and lives

- the climate emergency which poses pressing questions relating to sustainable living, working and economic development
- the need to continue to focus on issues of fairness, diversity and inclusion for individuals and communities
- the resetting of the UK's relationships with the European Union and other parts of the world which has implications for the education and labour market opportunities of young people.

Alleyn's School increasingly operates according to best practice described in the Gatsby Benchmarks as listed below<sup>1</sup>:

<p><b>Benchmark 1: A stable careers Programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, employers and other agencies.</p> <ul style="list-style-type: none"> <li>• Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's or college's website in a way that enables pupils, parents, school/college staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, school/college staff and employers as part of the evaluation process</li> </ul>
<p><b>Benchmark 2: Learning from career and labour market information</b></p>	<p>Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.</p> <ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• During their study programme all pupils should access and use information about career paths and the labour market to inform their own decisions about study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>

---

1

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1002972/Careers\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf) - accessed 14 September 2021

<p><b>Benchmark 3: Addressing the needs of each pupil</b></p>	<p>Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.</p> <ul style="list-style-type: none"> <li>• A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</li> <li>• The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. Colleges should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>
<p><b>Benchmark 4: Linking curriculum learning to careers</b></p>	<p>All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p> <ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers</li> <li>• Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</li> </ul>
<p><b>Benchmark 5: Encounters with employers and employees</b></p>	<p>Every student 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 activities including visiting speakers, mentoring and enterprise schemes, and should include pupils' own part time employment where it exists.</p> <ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li> <li>• Every year, alongside their study programme, pupils in colleges should participate in at least two meaningful encounters with an employer.</li> <li>• At least one encounter should be delivered through their curriculum area.</li> </ul>

	<ul style="list-style-type: none"> <li>Colleges should record and take account of pupils' own part time employment and the influence this has had on their development.</li> </ul>
<b>Benchmark 6: Experiences of workplaces</b>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.</p> <ul style="list-style-type: none"> <li>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>By the age of 18, or before the end of their study programme, every student should have had at least one further experience of a workplace, additional to any part-time jobs they may have.</li> </ul>
<b>Benchmark 7: Encounters with further and higher education</b>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.</p> <ul style="list-style-type: none"> <li>By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and pupils.</li> </ul>
<b>Benchmark 8: Personal Guidance</b>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level.<sup>3</sup> These 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 timed to meet their individual needs.</p> <ul style="list-style-type: none"> <li>Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.</li> </ul>

### 3. Learner Entitlement (Key Stage 3, 4 & 5)

Alley's pupils are entitled to CEIAG of a professional standard. It is important that it is impartial, personalised and current (when it comes to LMI and the bigger picture). Initiatives

are delivered during PSCE, Field Days, after school and is sometimes embedded in the curriculum. The programme does evolve and is delivered in partnership with pupils, alumni, parents / carers, teachers, collaborators, supporters and more. The programme will have interactive elements, be inclusive and representative, highlight the changing landscape of careers, raise aspirations and highlight possibilities, challenge stereotyping and promote equality and diversity.

Through embracing careers curiosity, careers exploration and careers decision-making in their time at Alleyn's School – pupils will experience the following:

### Year 7

- What is a career and why is careers curiosity important?
- Self-awareness: Skills and strengths reflection (including a reflection on understanding employability skills through hobbies and activities)
- Unifrog (and related age-appropriate activities)
- SSLP Lower School initiatives eg "So you want to be a..." careers talks
- National Careers Week activities

### Year 8

- Enterprise challenge or activity (during FOI?)
- Unifrog (and related age-appropriate activities)
- SSLP Lower School initiatives e.g. "So you want to be a..." careers talks
- National Careers Week activities
- Employer engagement: Take your child to work day (Explore the idea with the community. Ideally to be held on scholarship day. To be introduced in 2024-2025 or 2025-2026)

### Year 9

- What could Careers Exploration in the Middle School involve?
- Routes into work – understanding more about a variety of pathways (includes an introduction to Apprenticeships)
- GCSE options support
- Unifrog (and related age-appropriate activities)
- SSLP Lower School initiatives eg "So you want to be a..." careers talks
- Online – virtual work experience / insight opportunities (e.g. with Springpod)
- Visits and trips
- National Careers Week activities (often linking the curriculum to careers)
- Festival of Inspiration
- Careers element within AIQ SDG research project

### Year 10

- Create your (first) CV
- Portfolio careers and an exploration of work life balance
- Unifrog (and related age-appropriate activities)
- Careers Talks
- Online – virtual work experience / insight opportunities (e.g. with Springpod)
- National Careers Week activities (often linking the curriculum to careers)
- Festival of Inspiration

### Year 11

- My Future Choice – aptitude and choices questionnaires and one to one career guidance interviews
- A-Level and post-16 options support
- Unifrog (and related age-appropriate activities)
- Online – virtual work experience / insight opportunities (e.g. with Springpod)
- Careers Talks
- Networking and relationship building
- Work Experience

### Year 12

- Year 12 Careers Day involving (1) Interview practice and feedback with parent volunteers (2) Careers carousel networking (conversations with professionals in different industries) (3) Interactive body language workshop and (4) one additional focus which rotates (may include a focus like resilience)
- Employability programme as part of enrichment – incorporating presentation, competency interviews and more (This programme is evolving in 2024-2025)
- Unifrog (and related age-appropriate activities)
- UCAS guidance (from the universities team. Includes international universities & Oxbridge)
- Online – virtual work experience / insight opportunities (e.g. with Springpod)
- Careers Talks
- The power of networking and social media (for career development) - include introduction to LinkedIn
- National Careers Week activities (often with a linking the curriculum to careers focus)
- Festival of Inspiration
- One to one careers guidance interviews (upon request)

### Year 13

- Make the most out of your year in education session – for future Gap Year students
- Goal setting session
- Apprenticeship and degree apprenticeship application support
- Online – virtual work experience / insight opportunities (e.g. with Springpod)
- Careers Talks
- Next steps after Alleyn’s workshop
- Unifrog (and related age-appropriate activities)
- UCAS guidance (from the universities team. Includes international universities & Oxbridge)
- One on one career guidance meetings (upon request)



## **4. Management and Delivery**

### **4.1 Roles and responsibilities – Implementation & Management:**

As a school, Alleyn's is a member of the Careers Development Institute and the head of careers / careers lead is L6 qualified. The Careers Lead manages the development of CEIAG provision at Alleyn's School, advises senior managers and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of careers delivery, learning and guidance.

The Director of Studies (SMT) line manages the Careers department (comprising a head of careers and careers administrator) and implementation of the programme is through the department and beyond. In their own way, many members of staff have a role to play in supporting pupils advance their career development skill and deliver a holistic careers programme. This includes SMT including the Head, Deputy Head (Academic), Assistant Head (Co-curricular & partnerships), Director of Development & Alumni Relations as well as the Head of PSICHE, Director of University Admissions, Heads of (upper, middle and lower) School, Director of AIQ, Housemasters, Tutors, Heads of department and more.

### **4.2 Staff development / CPD / Training**

Our careers leader frequently attends webinars, conferences, exhibitions and seminars. This includes large events like the National Graduate Careers Conference and the National Career Guidance Show. Collaborative training and sharing experiences include those alongside The Trinity Group, Southwark Schools Learning Partnership (SSLP) and more.

Furthermore, when it comes to training of staff as related to Careers – staff training needs are identified and relevant opportunities created. This includes regularly scheduled annual training such as for all teachers in the Advent term and also for new staff as part of their induction programme in their first year at Alleyn's.

More impromptu opportunities, often regarding careers in the curriculum is shared throughout the year.

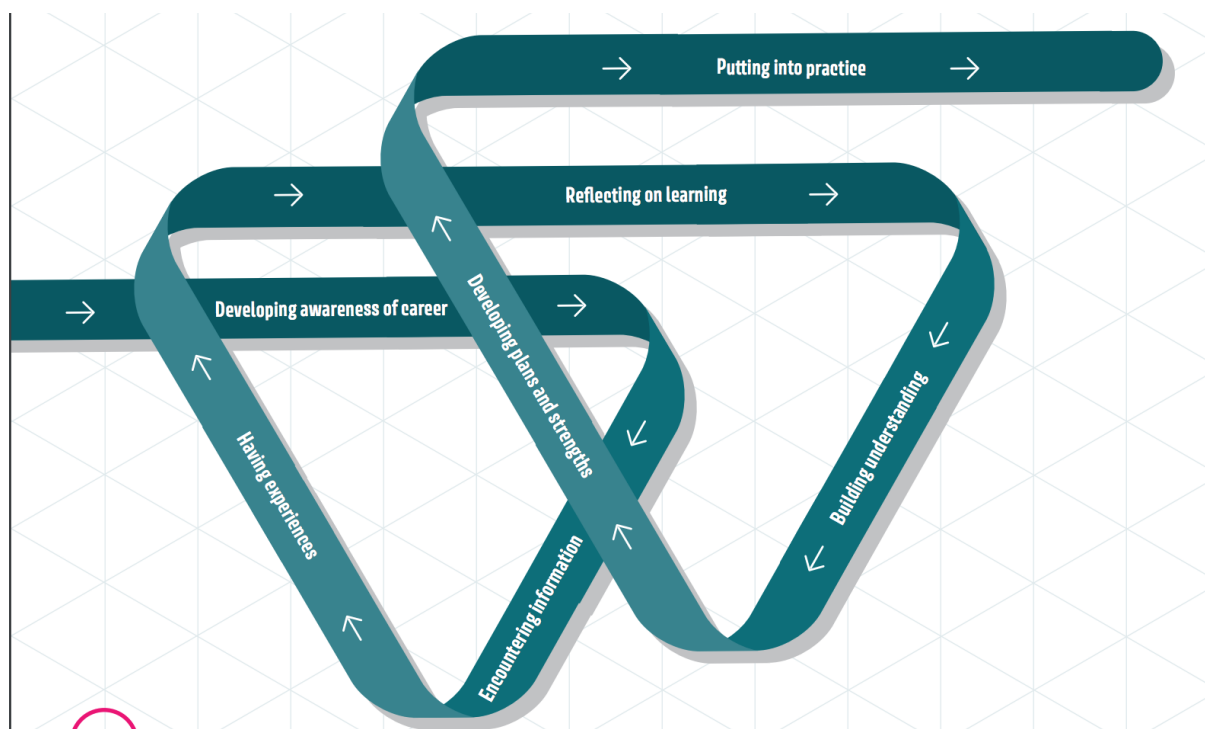
### **4.3 Funding and resourcing**

The careers department is allocated a budget which is managed by the careers lead.

### **4.4 Teaching, learning and assessment**

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. It is important to create rich learning environments and design compelling learning experiences for pupils. Dialogic teaching (focused on creating engagement), enquiry-based learning, first-hand experiences and reflective learning are an important part of this. Assessment as and for learning is also important.

Some planning principles are depicted in the image below.



Curriculum planning principles<sup>2</sup>

#### 4.6 Information advice and guidance

*Guidance:* At Alleyn's School, one to one careers guidance interviews with a L6 qualified careers professional take place as a structured part of the programme for Year 11s through My Future Choice and are accessible to all other year groups via the Head of Careers. These take place face to face and / or remotely and are normally pre-booked at the pupil's request. Members of staff also refer pupils to the careers department for individual or group guidance meetings.

*Information & advice:* Information and advice is accessed as has been described through this policy.

#### Resources

In addition to staff support, Alleyn's pupils have access to a range of helpful careers resources including Unifrog; My Future Choice (Year 11); Careers books and magazines in the library and in the careers office; the Careers section of The Hub which is regularly updated and much more. They are also reminded that the careers department is a resource for them – and includes access to one to one guidance interviews.

#### 4.7 Monitoring, reviewing, evaluating and reporting

<sup>2</sup> [https://www.thecdi.net/write/Framework/CDI\\_107-Framework\\_Handbook-web\\_Updated.pdf](https://www.thecdi.net/write/Framework/CDI_107-Framework_Handbook-web_Updated.pdf) - Accessed 18 September 2021

“Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions” (M.Patton, 1987).

The careers team aims to get regular feedback from stakeholders – with emphasis on pupils however some feedback is also from staff and / or parents and organisations we work with. This includes anecdotal responses as well as more structured surveys. Essentially, feedback is welcome and encouraged from all members of the school community.

This process directly contributes to decisions about future careers initiatives and approaches.

External careers guidance providers (such as My Future Choice) are also reviewed.

## **5. Stakeholders and partners**

### **5.1 Parents / carers**

We recognise the important role that parents have in their child's career development and value their input. We are keen for them to feel supported in developing their own confidence and capability to support their child's planning and decision-making. It is important for parents / carers to recognise the changing world of work and opportunities and how that can impact the advice they give.

### **5.2 Alumni**

Aware of being in a fortunate position to have an engaged alumni community, they are an integral part of the careers provision for pupils at Alleyn's.

### **5.3 Careers support agencies**

Alleyn's School has an annual arrangement with organisations including My Future Choice and Unifrog. Where there is one to one guidance, practitioners are L6 qualified. These relationships are reviewed on a regular basis.

## **6. Annexes**

Further reading in relation to good careers guidance in schools includes:

- [DfE Careers guidance and access for education and training providers \(January 2023\)](#)
- [CDI Career Development Framework \(2021\)](#)
- [CDI Career Development Framework Handbook \(2021\)](#)
- [The Good Career Guidance Report \(2014\)](#)
- [Glossary of Careers Terms \(Links to the Careers section on The Hub\)](#)

This Careers (CEIAG) policy should be read in conjunction with:

PSCHE policy  
More able and talented policy  
Curriculum policy

## Addendum

### Alleyn's School: Provider Access Policy (part of CEIAG Policy)

#### Introduction

This policy statement 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.

#### Student entitlement:

All pupils in Years 8-13 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: Gina Visram, Head of Careers (Careers Lead): telephone: 020 8557 1500 (Ext 1508); email: [careers@alleyns.org.uk](mailto:careers@alleyns.org.uk)

**Opportunities for access:** A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

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

#### Premises and facilities

If the education/training provider is coming into school, we will work with them to find a suitable room (hall, classroom or private meeting room) for the session, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead and provider. Providers are welcome to leave a copies of their prospectus or other relevant course literature to be included in the careers office.