



Sidcot
Live Adventurously

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

Policy Number: 6.11

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1. Introduction

Sidcot's vision is to be a pioneer, and a world-class centre of excellence for inspirational education that is as much about nurturing the spirit as it is about outstanding success.

This policy supports this vision and will provide a whole school strategy for the development of careers education, information advice and guidance (CEIAG).

This policy provides a blueprint for Sidcot School to pioneer the development of a highly effective programme of CEIAG.

This policy promotes and supports the development of key life skills, particularly around career management and employability skills, enabling students to make effective choices and transitions both now and in the future.

It provides a framework for staff to deliver career related themes across all curriculum areas, using a range of approaches and media.

2. Definitions

For the purposes of this policy, the definitions adopted from the report by the Government's Sub Committee on Education, Skills and the Economy who reported on Careers Education, Information, Advice and Guidance in July 2016, subsequently updated in 2023.

The definitions are as follows:

- **Careers education** is the delivery of facilitation of learning about careers as part of the curriculum. Career education is often linked with work-experience and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

3. Scope and distribution

The policy applies to all students in the Senior School, but with increasing focus on Year 7 and upwards.

Similarly, the policy is relevant to all staff at the school, in particular the Senior Leadership Team, Assistant Head for Teaching & Learning, Assistant Head Upper School, Year and Deputy Year Heads, Year 7-13 tutors, PSHE tutors and other staff responsible for student advice and progression.

This policy is available to staff, students and parents and accessed through the School's intranet and main website. It is also available free of charge in hard copy format and may be made available in large print if so required.

4. Equal Opportunities

In applying the policy and procedure, the School treats all students equally and fairly, irrespective of their race, colour, religion or belief, nationality, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs.

The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11), Special Educational Needs and Disability in Practice (SEND) Policy (6.4) in place. Students with SEND access additional support on an individual basis from the Futures department, working as required with the Learning Support Department.

The School consciously seeks to avoid all forms of stereotyping to ensure that students are encouraged to consider the widest possible range of careers irrespective of their gender, background or diversity group.

5. Aims

The overall aims of the policy are as follows:

- To ensure that all students have access to independent and impartial careers advice on their post school options and choices, whether this is at 16+ or 18+;
- To ensure that all Year 9 students have access to impartial advice on their Year 10 GCSE option choices, taking into account their interests and future aspirations;
- To ensure that all Year 11 students have access to impartial advice on their post school choices, taking into account their future aspirations, strengths and potential;
- To ensure that all students are made aware of the options open to them including higher education, further education, employment, apprenticeship, gap year opportunities plus other options appropriate to their age group and educational level;
- Meeting the baker clause from the Gatsby Benchmarks and CEC guidance
- To ensure that all students have access to a comprehensive programme of careers education delivered through careers lessons, PSHE, curriculum-based subjects and events;
- To educate students on the future jobs market and the relevant employability skills required;
- To inspire students to consider a wide range of career and educational choices, aided by visiting employers, training providers, alumni and other organisations and speakers;
- To encourage students to access a wide range of online and hardcopy careers/higher education resources through the library, , internet and other media. To encourage a proactive approach to personal career research and decision-making;
- To encourage students to seek one-to-one impartial and confidential careers advice from a qualified careers professional at the point of need;
- To facilitate career profiling for all Year 10/11 students via the Unifrog profile, thus helping students to consider career ideas in relation to their personality traits, abilities, aptitudes, career interests and working styles;
- To ensure that the School delivers and evaluates its own provision against current benchmarks and quality frameworks for CEIAG through Unifrog.

6. CEIAG Programme:

6.1 3rd Form and 4th Form CEIAG Programme:

- Year 7 Futures Week Events
- Year 8 Futures Week Events
- Year 9 Futures Week Events
- Year 9 Options Evening
- Year 9 Interests Profiling
- Year 9 Understanding opportunities enrichment

6.2 Lower & Upper Fifth CEIAG Programme:

- Year 10 Carousel: 8 careers lessons per house group
- Year 10 Work Experience – 5 days (Summer Term)
- Morrisby Career Profiling offered
- Year 11 Carousel: 6 careers lessons per house group
- Sixth Form Options Evening – October
- Sixth Form Taster Day – November
- Careers interviews by appointment or tutor referral - with Head of Futures
- Individual 6th form options interviews with senior staff - November
- Futures Week events February

6.3 Sixth Form Careers and Higher Education Programme:

A considerable proportion of the careers education provided for Sixth Formers is delivered by tutors, progression advisers and the PSHE programme in collaboration with the Assistant Head Upper School and Deputy Head of 6th Form. This includes guidance on the following:

- Alternatives to higher education - including further education, higher/degree apprenticeships, gap year, employment
- Choosing universities and higher education courses nationally and internationally
- Preparation for university life
- Applying to UCAS
- Support with applications to all global destinations
- Replying to offers, UCAS Extra and Clearing
- Introduction and access to Unifrog
- Effective higher education research and resources
- UCAS Personal Statement writing
- Preparation for university interviews including mock interviews
- Studying Abroad information sessions
- Futures Week events – February
- Individual careers for Aspire programme
- Careers insight sessions via the scholars programme

6.3 Events

- Annual UCAS Higher Education Convention, Exeter – March (Lower Sixth)
- University Visits and Open Days arranged independently

- University Visit Lower Sixth - November
- Visiting speakers/input into PSHE Higher Education sessions
- Futures Week events – February
- Studying Abroad Fair – virtual events promoted
- Visit to UK National Apprenticeship Fair – Upper 6th
- Visit to Oxford University Merton College (Isidcot link college) – alternative information sessions if visit not secured
- Oxbridge Masterclass via Aspire programme

6.4 One-to-one support:

The Head of Futures offers one to one support for those with higher education and careers queries, including help with course choices, higher education mock interviews, gap year advice, employment advice and apprenticeship application support.

At the end of the summer term of the L6, students are assigned to one of the School's Progression Advisers, for the purpose of guidance through the UCAS application process.

6.4.1 The role of the Tutor is to:

- Assist students in preparing final drafts of their personal statements
- Make an initial check of the students' applications in the UCAS Hub
- Collate subject teachers' reference material
- Write the draft of their tutees' references
- Forward the draft reference to the appropriate Progression Adviser
- Check the progress of a student's application through UCAS dashboard in discussion with the student.

6.4.2 The role of the Progression Adviser is to:

- Provide students with one to one advice & support, from the 'choices' and application stages through to university confirmation in August after the student has left
- Check final drafts of student personal statements
- Give advice about a student's university options, in order to ensure that each student will obtain at least two offers as a minimum, and that the course/ university is best suited to each student
- Facilitate and check accurate completion of the UCAS application by the student
- Assist with and check completion of Oxford/Cambridge application forms
- Assist with and check completion of applications to overseas universities
- Assist students to make applications after they have left school if appropriate
- Finalise and perfect references, making sure that extenuating circumstances are included

7. Professional Organisation Membership

- The School is an Affiliate member of the Career Development Institute.
- The School's CEIAG provision is supported by FutureSmartCareers Ltd. This is an independent and impartial careers company providing careers services to schools on a paid for basis. Our annual membership includes 2 days of careers consultant time, monthly newsletters, access to website resources and helpline.
- The School is a member of the International ACAC to gain access to best practice for International Applications.

- *Careers and higher education networks include working with the Careers and Enterprise co-ordinator in the South West, the University Guys TUG network, IBSCA careers and application information and other independent school Futures departments in the South-West, Prospects and a regional independent schools careers network known as the Monmouth Careers Group*
- Collaborative working with the Admissions, Alumni and Marketing teams within the School will further enhance CEIAG provision and lead to innovative joint initiatives.

8. Responsibilities

This policy is the responsibility of the Assistant Head Upper School, but responsibility is delegated on a day-to-day basis to the Head of Futures.

9. Review Cycle

This policy will be reviewed every year unless sooner review is required by virtue of changes to guidance, legislation or practice.

10. Framework

The Policy is based on the following national guidance:

- Framework for careers, employability and enterprise education – CDI – January 2020
- Careers guidance and access for education and training providers – DoE – October 2026– including The Gatsby Benchmarks for Good Careers Guidance
- Careers guidance and access for education and training providers - DoE – updated January 2023
- Careers Strategy: making the most of everyone's skills and talents DoE – December 2017
- Handbook for the Inspection of Schools – ISI 2023 with particular note of Section 4.
- Careers education, information, advice and guidance: Government Response to the First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016–17: July 2016.
- Careers Guidance & Inspiration in Schools. DofE. March 2015. (Statutory guidance for schools).

11. Related Policies

- 2.1 Equal Opportunities Policy - Children
- 6.1 Curriculum policy
- 6.4 Special Educational Needs and Disability in Practice (SEND)
- 6.11a Work Experience
- 7.1 PSHE

12. Document Change History – document any changes since policy rewritten on 25 March 2017.

Date of change	Detail significant changes and any new legislation / guidance taken into account
25.03.2017	New Policy – complete rewrite - adopted by Board of Governors

22.06.2018	Policy reviewed by Board Policy updated in line with new DoE guidance “Careers guidance and access for education and training providers” (January 2018) and “Careers strategy: making the most of everyone’s skills and talents” (December 2017) Inclusion of reference to the Morrisby Profile for career profiling Reference to the new additions to the career’s strategy, of the National Careers Week in March, visiting speakers/input into PSHE Higher Education sessions, Student World Studying Abroad Fair support with apprenticeship applications and assistance with personal statement writing for university applications.
24 January 2019	Reference to the new additions to the career’s strategy, of the National Careers Week careers activities which is now held annually in March Reference to the Gap Year & Apprenticeships Fair
16 January 2020	Reviewed minor changes Policy now reflects working with Year 7 and up World of Work week is offered to Year 10s not participating in work experience Events and support updated Update to reflect School’s membership of CDI (not corporate) Futuresmart careers replaces Inspiring Futures Policy reflects National Framework for Careers (CDI) published in January 2020
9 November 2020	Reviewed with minor changes Policy now reflects the options offered if Covid-19 prevents off site visits: World of work week/ Work Experience will be offered as a whole school Work Experience Enrichment Week University Visit Day has been offered as a University and Employability Enrichment Event On site at school. Oxford University Enrichment will be provided through workshops Gap Year and Study abroad events will be virtual provisions Morrisby Profiling occurs in Year 10 with a review session in Carousel Year 11
18 October 2022	Reviewed with changes: Policy includes virtual opportunities Morrisby Profiling takes place in Carousel with Year 11 as a Year group with one carousel session to review the results Events amended to include the National Apprenticeship Show visit for Year 13 Affiliate memberships include membership to the International ACAC Includes the use of Unifrog in giving access to information and impartial guidance choices for Year 12 and 13

	Baker Clause is addressed in options choices covered in Year 11 carousel Addition of Programme for Years 7, 8, 9 to reflect the Government Statutory changes introduced in the: Careers guidance and access for education and training providers Updated September 2022 Impartial support for careers programme secured from Future Smart Careers
2 nd July 2024	Policy reviewed with very minor changes. Refreshing the terminology used in reference to UCAS, Additional references to the use of Unifrog in monitoring and student access Morrisby profiling now offered to students in Year 11 rather than compulsory. Additional reference to ISI framework 2023 Section 4
Jul 2025	Policy Reviewed, No changes made.
Jun 2026	Policy Reviewed and amended Refreshing the terminology to reflect the rebranding of the department Additional activities arranged in 6th form Morrisby only offered to Year 9 students and profiling on request Unifrog as the profiling platform for Year 10 onwards Changes in networks and collaborations updated (ASK and local network no longer exist)