



Diocese of Norwich  
St Benet's  
Multi Academy Trust

# The Harleston Sancroft Academy

## CIAG Policy

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Date Approved by LGB:</b>	<b>31/01/2024</b>
<b>Review Date:</b>	<b>January 2027</b>
<b>Person Responsible:</b>	<b>J. Ahrenfelt</b>

## Careers Information, Advice and Guidance (CIAG) Policy 2021

### Vision and purpose

Careers and guidance are an integral part of the school curriculum at Harleston Sancroft Academy. Good careers guidance broadens students' horizons, challenges stereotypes and raises aspirations. We give all students from age 11 to 16 years the opportunity to develop an awareness of pathways and make informed choices based on personal aspirations. It features a coordinated programme which is matched to the needs of the student. Every student has opportunities to learn from employers about work, employment and the skills that are valued in the workplace. These are in the form of a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. We use the Compass Audit tool to evaluate our programme's impact and measure our progress against the 8 Gatsby Benchmarks.

The original provider access legislation (occasionally referred to as the 'Baker Clause') came into force in January 2018 and placed a new legal duty on all maintained schools and academies to publish a policy statement setting out opportunities or providers of technical education and apprenticeships to access year 8-13 pupils, and to make sure the statement is followed. Through the Skills and Post-16 Education Act 2022, the provider access legislation was amended to specify that schools must provide at least six encounters for all their pupils, during school years 8-11. At Harleston Sancroft Academy, we provide a range of opportunities for students in Years 8-11 to meet a variety of providers of approved technical education qualifications and apprenticeships, listed under each Key Stage and year group on [our website](#).

### Gatsby Benchmarks

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y8-13 as required by the *2011 Education Act*. In implementing this duty, we will pay particular regard to the *DfE's principles of good practice* (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the *Equality Act 2010* to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- ensuring we commit to the expectations set out in *DFE Careers guidance and access for education and training providers October 2018*
- creating exceptional guidance that is distinctive to the needs of the students, following recommendations set out in *Careers guidance in schools, colleges and universities (24*

*January 2020)*

- working closely with the New Anglia Enterprise Adviser Network to increase links to local businesses, creating new opportunities for your students.
- continue maintaining strong links with South Norfolk including the Harleston District Business Forum to ensure we maintain sound links with local and regional employers.

### **Current priorities**

Our careers strategy is informed by these current priorities:

- improving the independence of learners through effective teaching both within and beyond the classroom
- embedding enterprise & employability knowledge and skills throughout the curriculum
- provide a range of opportunities for students in Years 8-11 to meet a variety of providers of approved technical education qualifications and apprenticeships
- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- providing a sustainable employer engagement plan
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners
- to meet students' career development needs
- relentless focus on developing the whole person; building a Knowledge-Rich curriculum to ensure our young adults are prepared for lifelong learning.

### **Strategy**

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping our careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENDCO and specialist careers staff)
- provide careers guidance that is distinctive to the needs of individual pupils, based on their aspirations and goals
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- commission, where required, independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard

- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners, including link schools, and engage them in coordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

## Review

This policy will be reviewed by the governing body every two years.

Title	Last reviewed	Next review	Changes made
CIAG Policy	Jan 2018	Jan 2020	Adoption of new policy.
CIAG Policy	February 2021	February 2024	Text revisions
CIAG Policy	January 2024	January 2027	Text revisions