Policy Name: Careers Education, Information and Guidance

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☐ Trust Policy

☒ Trust policy tailored by School

☐ School Policy

Approval:

☒ School

☐ LAB

☐ Board

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Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

Introduction

'Information, Advice and Guidance' (IAG) refers to information, advice and guidance in the context of Careers Education. It is about helping students to plan and prepare for their futures and assisting them to make choices and decisions that are carefully considered and well informed. Parents and Carers are an integral part of this process. 'Careers Education Information, Advice and Guidance' (CEIAG) is part of the Personal Development plan and incorporates employability learning.

CEIAG and Employability at Coopers reflects current legislation, in particular the Education Act 2011, the statutory guidance 'Careers Guidance and Inspiration in Schools' issued by the DfE in March 2015, and updated in 2025, the Education (Careers Guidance in Schools) Act 2022, the Ofsted Inspection framework 2016 and Gatsby Benchmarks of Good Career Guidance 2014. The key point is that students have access to impartial IAG. The Raising of the Participation Age is now fully implemented so students have to stay in education or training until their eighteenth birthday and the school has an increased responsibility to track their progression and for logging their destinations.

Rationale

At Coopers School the careers education, information, advice and guidance programme is a key component of the school provision supporting pupils' aspirations and achievements. We offer pupils opportunities to investigate, plan and direct their own unique pathway to access opportunities through careers.

Pupils embark on a personal yet supported journey through the school to achieve progression that is realistically ambitious and aspirational.

Our policy is designed to meet the Gatsby Benchmarks and underpins our commitment to providing quality education nurturing pupils' personal development.

Our School Context

Coopers is an ethnically and socio-economically diverse mixed comprehensive school. Our pupils are from a range of backgrounds, from academically professional backgrounds to skills and trade, self-employed and unemployed. A large proportion of Year 11 pupils stay on to continue their education at our Sixth Form and our aim is for an increasing number to do so.

We also welcome a number of pupils from other schools into Post 16. We seek to inspire our pupils to aim high and develop their skills, knowledge and character that will allow them to experience success in school and in life.

Coopers is committed to providing all pupils in Year 7-13 with a stable and quality careers programme that includes a variety of enrichment and personal development activities. This has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's Statutory Guidance.

We use Careers and Enterprise company Compass to evaluate our performance against Gatsby Benchmarks and manage, track and report on our school's careers programme termly.

The Gatsby Benchmarks

The Gatsby Benchmark is a self-evaluation tool to help schools evaluate their careers and enterprise provision. The Gatsby Benchmark are at the heart of CEIAG provision at Coopers School. There are eight benchmarks covering different areas of quality career curriculum.

The Gatsby Benchmarks are as follows:

1. **A stable career programme**	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employees.
2. **Learning from career and labour market information**	Every student, and their parents, should have access to good quality information about future study options and labour markets opportunities. They would need the support of an informed advisor to make best use of available information.
3. **Addressing the needs of each student**	Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers**	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees**	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.
6. **Experience of workplaces**	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. **Encounters with further and higher education**	All students should understand the full range of learning opportunities that are available to them. this includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance**	Every student should have opportunities for guidance interviews with a career's advisor, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Staffing

A member of the Senior Leadership Team has oversight of CEIAG and Employability provision and oversees work experience and Careers education.

There are members of staff who are linked with supporting Careers Education at the school including the Trust CEAIG Lead and an appointed Careers Leader.

An independent adviser works with the school to give students impartial careers advice.

A link governor is appointed who periodically visits the CEIAG team to discuss their work and advise on improvements that might be made.

All teaching and support staff are expected to be aware of the benefits and the impact that good CEIAG can have upon students' motivation and progress. They support CEIAG and know when to refer students for specialist advice.

Aims and Purpose

Coopers is committed to providing all its pupils with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance; to support and empower pupils to make personal, realistic, and informed decisions about their future, by:

- engaging them in activities to learn about their evolving identity and personal aptitudes as they journey through the school towards maturation
- equipping them with knowledge and understanding of how to investigate careers and labour market information
- encouraging pupils to explore a range of career pathways
- ensuring appropriate provision and unbiased advice and guidance
- providing opportunities for them to experience meaningful encounters with employers
- preparing pupils for the world of work through developing transferable skills
- supporting pupils in understanding the financial implications and prospects of their choices
- delivering an exciting and relevant careers programme that inspires and motivates pupils to achieve their aspirations
- To ensure all pupils make suitable, smooth, and successful transitions to their next phase of education, training, or employment
- To develop pupils to become positive active participants in the modern world of work
- To empower pupils with a confident sense of self with skills that prepare them for employment in the 21st Century.

Impartial Information, Advice and Guidance

Schools and colleges are required to provide students in Year 7 – 13 with impartial IAG. We achieve this in three ways; by (i) delivering unbiased information, advice and guidance, (ii) by providing full, detailed, targeted and relevant information, advice and guidance and (iii) ensuring that information, advice and guidance is appropriate, and in the student's best interests.

We have strong and effective pastoral and tutorial systems which provide the means to ensure students receive support and guidance at transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it at appropriate times.

Students are provided with information about all routes, pathways and qualifications post-14, with option routes, post-16 and post-18 including apprenticeships, traineeships, further and higher education as well as job opportunities and employer training schemes.

Coopers School use a range of information resources to assist students in make well informed choices. Students are directed to a comprehensive range of printed and web based sources and materials, such as the National Careers Service, UCAS Progress and the National Apprenticeship Service websites.

Provision
Coopers has a planned programme of learning experiences with learning outcomes for Year 7 to Year 13 which enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills
- Understand about Labour Market Information and the value of a good GCSE in Maths and English
- Understand about the importance STEM subjects and the varying occupations available in these subjects
- Make decisions on their next steps in learning or education which could include further education, apprenticeships, university, or employment
- Understand the value of out of school opportunities to support their career aspirations such as NCS
- Undertake a work experience placement in Year 10 and Year 12.

Resources
The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Pupil and staff access to information (electronic and hardcopy)
- Designated space for individual, group, and research sessions
- Subscription for all staff and pupils to Unifrog for LMI and careers information

Provider Access
A number of events, PSHE lessons, tutor time activities and careers activities are integrated into the school careers programme, that invite providers an opportunity to come into school to speak with pupils and/or their parents, as shown in the Careers Year Plan.

Coopers will ensure an appropriate venue, AV and support is available during these events and relevant safeguarding processes are followed to prioritise the wellbeing of pupils.

Providers are invited to leave informative literature, prospectuses and other relevant materials for the Careers Advisor and Careers Library which pupils have ease of access to.

Employability and Work Related Learning
Work experience is available to students in Year 10 and 12.

Work experience is launched with pupils in assembly and via tutor time. Pupils are expected to find a work placement as this reflects the reality of seek employment later in life. Family and friends are encouraged to support in helping find a placement.

Placement information for Y10 is logged on Unifrog, a platform that pupils and parents have access to.

Students are briefed about what to expect, and Health and Safety, before they go on their placement and are debriefed when they return to school after their placement.

Students whose school record is a concern will be monitored prior to their placement to ensure that they are ready to go on the placement. In exceptional cases a placement may be withdrawn. Work Related Learning is learning that takes place in the classroom and as part of the students' school curriculum.

Teaching staff are encouraged to highlight the parts of their teaching that are relevant to the world of through the Curriculum slide, which incorporates relevance of what students are studying in the context of the real world.

Monitoring and Evaluation
As one of the key indicators in the Ofsted framework, the collation and effective evaluation of destination data for all of our students is of paramount importance. Pupils are each given one-to-one interviews with our Careers Advisor to help ensure that they are fully equipped to make these important life choices and the data from these sessions is tracked, checked and support plans with added help are put in place to maintain high expectations for each individual's future. At Coopers, destination information for alumni is shared with the Local Educational Authority and tracked to adapt the Careers curriculum map.

We were awarded Stage 3 accreditation for the Quality Careers Standard- Investor in Careers award in the summer of 2018. The career programme implemented for our students is monitored regularly to not only maintain the standard we have attained but also to move forward to strive to improve the quality of our provision of CEIAG.

Monitoring the development of CEAIG across the Academy is the responsibility of the Careers Lead. The Careers Education and Guidance Improvement Action Plan will be developed and updated on an annual basis and will drive the work of CEAIG. Careers Compass is also currently used every term to measure and evaluate the school's progress in delivering our careers programme.

The current CEAIG Improvement Plan is available from the careers Lead. The Careers Lead will be accountable for the effective delivery and progress made in steering through the improvement plans and ensuring that the vision for CEAIG at the School is achieved. Feedback on the quality of CEAIG provision will be gathered from a variety of stakeholders including students, employers, staff and parents/carers.

Partnerships

Coopers School recognise the importance of partnerships and collaboration with external organisations in providing successful CEIAG and Employability provision.

- We have established strong links with universities. A number of visits to Higher Education (HE) institutions are organised for students in different year groups, to expose students to the opportunities presented by the HE sector.
- Visits to and from a range of apprenticeship providers including the Advanced and Degree Level apprenticeships.
- Visits to and from employers are made each year. For instance, Future Frontiers work with Year 10 and Year 11 students to give them tailored support from professionals.
- Each year we refer a number of school leavers to nearby further education establishments who provide programmes of learning that are not available at Coopers School.
- A range of speakers are invited into school each year to talk to students and take part in Careers Fairs.

Staff Development

Teaching and support staff are briefed about aspects of CEIAG to support delivery of CEAIG activities in the PSHE and Tutor time programme and to support pupils to make links between their subject curriculum and careers.

Sixth form staff are regularly updated on the UCAS processes.

Appendix A: Policy statement on provider access Introduction
This policy statement sets out Cooper's School's arrangements for managing the access of providers to pupils and students at the Academy from year 7 through to year 13, for the purpose of giving them information on a wide range of education and training provider's education both academic and vocational. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

We believe in building strong relationships with local schools with a sixth form, further education and sixth form colleges, apprenticeship providers, universities and employers. Our careers programme includes a large number of opportunities for external providers to talk to and interact with pupils and students, ensuring they are aware of vocational and technical pathways and opportunities as well as academic ones.

Pupil Entitlement
All pupils in years 7-13 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.

Statutory guidance
Careers information, education, advice and guidance:
All secondary schools are expected to provide effective careers information, education, advice and guidance (CIEAG), in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 7 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 7 to 13 receive information about the full range of education and training options

In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of
- education and training providers to speak to pupils in Years 7 to 13
- how the school provides good quality, meaningful opportunities for pupils to encounter the
- world of work
- the school's use of the Gatsby Benchmarks
- the school's published information about its CIEAG provision (as required by the School
- Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

Management of Provider Access Requests Procedure
A provider wishing to request access should contact Ms Choudhury
kchoudhury@orioncoopers.org.uk

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

Providers should speak to the Careers Lead to identify the most suitable opportunity.

Premises and Facilities
The school will make the hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Ms Choudhury.