

# Eastbrook School



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

This CEIAG policy was adopted by the Governors of Eastbrook School in the Spring of 2024

Ratified by

Headteacher Signature:

Date: 28<sup>th</sup> November 2024

Governors:

Date: 28<sup>th</sup> November 2024

Review date:

September 2025

## Statutory Policy

### 1. INTRODUCTION

The world of work is changing. Employers are looking for employees who are innovative in their approach to solving problems, who can take the initiative, cope with uncertainty and change, be able to communicate well and work well in teams. Therefore, students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their education and to enable them to manage their careers and sustain employment throughout their lives.

Eastbrook School has a statutory duty (Section 42A and Section 45A of the Education Act 1997) to provide independent careers education (KS3 to KS5) and to give advice and guidance to young people so they are inspired and motivated to fulfil their potential. Eastbrook School offers an aspirational and enriching careers programme which begins in EYFS and is developed as pupils transition through each academic year. The school will help every pupil to develop high aspirations and consider a broad and ambitious range of careers throughout their time with us in their education.

We aim to:

- Prepare pupils for economic participation post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Identify the differences between school and work.
- Inspire pupils to pursue their passions and dreams.
- Offer targeted intervention for vulnerable and disadvantaged pupils and young people.
- Foster a strong work ethic and a sense of positivity when considering contributing to the world of work.

### 2. DEFINITION

CEIAG (Careers Education, Information, Advice and Guidance) is the role of information, advice and guidance in young people's education and employment choices process. CEIAG is essential to allow young people to make suitable educational and employment decisions and to minimise the potential costs associated with uninformed and unsuccessful choices.

### 3. RATIONALE

A young person's career is defined by the progress they make in learning and work. All young people will benefit from a planned programme of activities that will help them to choose the pathways that are right for them, to be able to manage their own careers and to aspire to lifelong career wellbeing and happiness.

We recognise that all schools have a statutory duty to provide impartial careers education in Years 7-13. Outstanding Careers Education Information Advice and Guidance (CEIAG) are fundamentally linked to the school ethos. The policy is based around recent updated Government guidance on the delivery of CEIAG in schools.

The policy aims to ensure Eastbrook School is working to meet all 8 points of The Gatsby Benchmarks referenced in the January 2018 Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff from the Department for Education, by the end of 2020. The Gatsby

## Eastbrook School CEIAG Policy

Benchmarks are detailed in Appendix 1.

### 4. STATEMENT OF INTENT

We recognise the huge importance of preparing students to manage their further education and career path throughout adult life and the positive impact this may have on their life chances. Our students will have every opportunity to make well-informed decisions about their futures. We will provide individual support and guidance alongside a comprehensive programme of hearing from and engaging with professionals from a wide sphere of careers and academia. The aim of Careers Education, Information, Advice and Guidance at Eastbrook School is to expose students to a wide range of opportunities for their next steps, ensuring that students who study here are open-minded about their education and careers, and are exceptionally well prepared for the next steps without developing a merely transactional relationship with their education.

This policy is written, taking into account a number of key policies and statutory guidance, including:

- Framework for Careers, Employability and Enterprise Education (2018)
- Education Act (2011) and the subsequent Statutory Guidance Careers guidance and inspiration for young people in schools (DfE 2015)
- Raising the Participation Age (Education and Skills Act 2012)
- The Career Development Institute Code of Ethics
- Gatsby Benchmarks of Good Careers Guidance (2017)
- OFSTED School Inspection Framework (2020)
- Careers Guidance and access for education and training providers DFE (2018)
- The School Information (England) (Amendment) Regulations 2018

### 5. Eastbrook School CEIAG AIMS & PHILOSOPHY

Through a planned programme of activities linked to careers education, information, advice and guidance, we seek to help all students to take their place as suitably qualified and responsible adults within society. The focus is upon independent and impartial careers guidance to support career and option choices, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning. We aim to enable students to learn about careers, university, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

Eastbrook School designs and delivers a broad, balanced and connected careers and work-related education curriculum that provides students with the range of knowledge and skills that they need so that they are prepared for life in modern Britain. All students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, and leave students ready to follow their passions and value opportunities sometimes precisely because they do not know where they might lead. High quality, independent careers guidance is also crucial in helping students leave us more fully rounded and ready for the world of work.

#### **Our intent - we will:**

- provide a planned programme of activities for all Eastbrook students, beginning in EYFS and KS2, progressing more fully within Year 7-13 which

## Eastbrook School CEIAG Policy

develop the six learning areas outlined in the Career Development Institute Framework (CDI) and addresses the 8 Gatsby Benchmarks (Appendix 1)

- provide CEIAG which is impartial, unbiased and is based on the needs of students, showing no bias or favouritism towards a particular education or work option
- ensure that CEIAG follows local, regional and national frameworks for best practice and other relevant guidance from the DfE and OFSTED
- provide a programme which is student centred, integrated into the whole curriculum and based on a partnership with students and their parents/carers
- take an inclusive approach and ensure all students who have special educational needs and/or disabilities (SEND) are supported to access the careers programme and are supported fully in exploring all options and planning for their next steps
- work with a range of partners to ensure students have access to impartial and independent information and guidance about the range of options that will help students achieve their ambitions
- encourage and expect all students to undertake work experience as part of their Year 12 summer term diet, giving enhanced support in finding and applying for opportunities for students with SEND and those who are looked-after.
- ensure all students access information about education, employment, or training at relevant transition points.

### 6. MANAGEMENT & STAFFING

The Assistant Headteacher holds the Level 6 Careers Leader qualification and has the day-to-day responsibility of coordinating CEIAG, together with the support of the Assistant Headteacher, Pastoral and Careers Advisors. This area is supported and challenged by a link Governor. All staff contribute to CEIAG through their roles as tutors and subject teachers. The Career Advisor works across Barking Abbey and Eastbrook Schools to deliver independent careers guidance to all students. The Careers Advisers and Careers Lead subscribe to the Code of Ethics.

### 7. IMPLEMENTATION

a) We will provide the **CEIAG programme** through:

- **the whole curriculum:** subject leaders/teachers are encouraged to identify CEIAG links within their subject area, in line with Gatsby Benchmark 4 linking curriculum learning to careers and contribute to the delivery through their schemes of work, lessons and curriculum enrichment activities, such as educational visits.
- **PSHCE programme:** all tutors are actively involved in delivering CEIAG as part of our weekly PSHCE sessions. The sections of the PSHCE curriculum that pertain to CEIAG are reviewed termly and updated weekly by the Careers Lead.
- **focused events:** other events at strategic times throughout the year are targeted at relevant students e.g. university taster days, careers days, targeted workshops and educational visits where a range of partners provide advice and guidance.
- **parent/carer events:** such as parents' evenings

## Eastbrook School CEIAG Policy

- **UCAS mentoring:** All Year 12 students going into Year 13 are provided with a UCAS mentor who supports students through the UCAS process as well as providing advice regarding post- 18 work placements and apprenticeships.
- **Assemblies:** Every week across all year groups, students attend assemblies which emphasise skills such as teamwork, resilience, lifelong learning, time management and leadership as well as critical values such as including integrity, emotional intelligence, diversity and inclusion. There is regular promotion of the opportunities that Eastbrook School offer beyond the curriculum, and the value of taking these opportunities.
- **Student leadership:** All students are encouraged to put themselves forward for leadership roles, such as the House leadership, Student Council and Student Ambassadors at Sixth Form. All of these leadership roles have an application process including a formal interview.

### b) Access to information and guidance:

- all students can access a range of impartial, up-to-date careers information through the library and Unifrog
- students (at secondary and sixth form) are all offered impartial guidance through careers appointments with our careers advisor.
- students at primary are given the opportunity to have careers-related discussions with their class teachers and to discuss this further during enrichment sessions.
- there is an emphasis on providing information on the range of options, including apprenticeships and other vocational pathways.
- the use of Unifrog (offering further impartiality), a facility that allows students to find the most suitable options for either further education, higher education or apprenticeships
- A weekly careers bulletin update in parent newsletters and by email to Heads of Year is shared (KS3-KS5) with university taster sessions, open days, internship programs and work experience opportunities.
- external careers guidance is provided via educational visits, mentoring, websites and telephone helplines, employer and FE/HE visitors, as well as through the Eastbrook Primary Careers Day (2023 onwards), Eastbrook Careers Fair, which is taking place for the first time in July 2024.

### c) Apprenticeships

Students who wish to apply for professional apprenticeships are given guidance via their tutorial sessions. Students are encouraged to use impartial tools like Unifrog to search for opportunities and learn more about them. All students in Year 10 will attend the Eastbrook Careers Fair in July, which will allow them meaningful encounters with a range of apprenticeship providers and potential employers. Students are also all invited to sign up to apprenticeship application support with ASK Apprenticeships, who work with students to give impartial advice on finding and securing apprenticeships. We are also fully aware of and support the 'Baker Clause'. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### **d) External Partners**

To ensure an effective careers and work-related programme the school continues to maintain relationships with local employers, such as FinalChecksAcademy, TrustFord Dagenham and Coventry University based in Dagenham. At primary, external stakeholders have consisted of British Airways, Ex- London Metropolitan Chief Inspector, TFL, construction and self-employed visitors that have a background in education, photography, and videography. Across primary, secondary and sixth form, careers leads are working to establish strengthened partnerships to further enrich the experiences of our pupils.

### **e) Staff Development**

The Assistant Headteacher will work with the Careers Advisor and curriculum leads to identify and recommend ways of meeting staff development needs relevant to CEIAG. Opportunities include annual updating on the UCAS process, University Teachers & Adviser conferences and Unifrog CPD.

## **8. MONITORING, EVALUATION & REVIEW**

An annual review of CEIAG is conducted by the Assistant Headteacher. This policy is reviewed and developed annually in discussion with students, parents, staff, governors and other relevant partners. The CEIAG strategy will be audited against statutory guidance, evidence on good practice and other relevant frameworks and will be updated accordingly. Forms of evidence used to monitor, evaluate and review CEIAG at Eastbrook include but are not limited to:

- Destinations data, evaluation forms, student surveys, focus groups and evidence of impact, Compass Reviews.

## **9. LINKS WITH OTHER POLICIES**

This policy supports and is underpinned by a range of key policies, including Equality, Diversity & Inclusion, Personal Development Curriculum, Safeguarding, and SEND Policy.

## Eastbrook School CEIAG Policy

### Appendix 1

#### Gatsby Benchmarks and how they will be met

Benchmark	Description	School Requirements
<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• Careers, Post-16 and Post-18 options are built into Eastbrook School's Personal Development Curriculum.</li> <li>• Clear systems to ensure we keep students up to date with a range of internal and external opportunities.</li> <li>• Key events and strategic partnerships to ensure that students get meaningful encounters with employers and higher education providers throughout their time at Eastbrook School – e.g., university trips, UCAS, Ask Apprenticeships, Future Leaders Mentoring, and more.</li> <li>• Systematic evaluation of careers programme based on student voice, destinations, and more.</li> <li>• Planned opportunities to involve parents and carers in Post-16 and Post-18 options and our careers programme.</li> </ul>
<b>2. Learning from career and labour market information</b>	Every student, and their parents, 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 best use of available information.	<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>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> <li>• All students have access to a range of impartial, up-to-date careers information through the library, Unifrog, and through the offer of careers appointments to all students over their time at Eastbrook School.</li> <li>• Weekly 'Opportunities' emails will be sent to all students with university taster sessions, open days, internship programs, work experience opportunities and more.</li> <li>• All students will have access to Unifrog which has an entire Careers Library devoted to providing students with a wealth of information about the range of career pathways available</li> <li>• Unifrog also has up to date LMI on almost 1,000 career profiles along with access to the full range of post-16 and post-18 opportunities available to students</li> <li>• Post-18 Parents Information Evening offered yearly to ensure that parents and</li> </ul>

## Eastbrook School CEIAG Policy

		<p>carers feel confident guiding their children to make good decisions.</p>
<p><b>3.Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• Students all have one-to-one enrolment interviews: these cover career aims and suitable programmes of study based on GCSE grades.</li> <li>• Each student is offered a 1:1 careers appointment with our impartial careers advisers before the end of Y12.</li> <li>• Each student has their own Unifrog profile that empowers them to explore potential pathways</li> <li>• UCAS mentoring: All Year 12 students going into Year 13 are provided with a UCAS mentor who supports students through the UCAS process as well as providing advice regarding post-18 work placements and apprenticeships.</li> <li>• Student engagement with internal opportunities is monitored, and follow-up conversations are carried out with students whose engagement with CEIAG appears to be low.</li> <li>• Students with SEND and looked-after students are given enhanced support to find work experience placements in Year 12, and the development of their UCAS applications is monitored very closely. SEND students are also provided with transition packs to take with them to their universities or employers.</li> <li>• Accurate data is collected on destinations when students leave Eastbrook School.</li> </ul>
<p><b>4.Linking curriculum learning to careers</b></p>	<p>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.</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>• Teachers are encouraged to identify CEIAG links within their subject area, in line with Gatsby Benchmark 4 linking curriculum learning to careers, and contribute to the delivery through their schemes of work, lessons and trips.</li> <li>• The Unifrog Careers and Subjects Libraries make it easy for teachers across the school to link their subjects to relevant career pathways.</li> <li>• University Preparation Classes are held to help prepare students for what their subject looks like at the university level, as well as ensuring that they are well-prepared for the demands of subject-specific entrance exams and the entrance</li> </ul>



## Eastbrook School CEIAG Policy

		<p>processes for competitive careers like law and medicine.</p>
<p><b>5.Encounters with employers and employee</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.</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> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p> <ul style="list-style-type: none"> <li>• Students interested in applying for apprenticeships are encouraged to attend Ask Apprenticeship workshop sessions. They are also offered 1:1 consultations on their applications.</li> <li>• Students will be offered many employer encounter opportunities.</li> <li>• In July, all of Year 10 will attend a Careers Fair, to meet employers and employees from a range of sectors.</li> </ul> <p>The Unifrog Careers Library enables students to hear from a range of employers and employees to understand more about what their job entails and the pathway they took to get there.</p>
<p><b>6.Experiences of workplaces</b></p>	<p>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 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, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul> <p>In addition to the Insight Days and other encounters offered above:</p> <ul style="list-style-type: none"> <li>• Year 12 students are encouraged to apply for work experience placements and are supported with their applications where necessary.</li> <li>• Students who are looked after or have SEND are given enhanced support in finding work experience placements.</li> </ul>
<p><b>7.Encounters with further and higher education</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>○ By the age of 18 all year 7 to year 13 pupils should have opportunities for access to a range of education and training providers.</li> <li>○ Students will have a minimum number of six "provider encounters" between year 7 and year 13.</li> <li>○ Between year 8 and year 9,</li> </ul>

## Eastbrook School CEIAG Policy

		<p>students will have two encounters with further and higher education.</p> <ul style="list-style-type: none"> <li>○ Between year 10 and year 11, students will have two further encounters with further and higher education.</li> <li>○ In year 12 or 13, students will have two further encounters with further and higher education.</li> <li>○ Providers of these encounters should provide students with the following, which will thus ensure that all encounters are considered 'meaningful encounters' in line with the careers guidance and access for education and training providers set out by the government:             <ul style="list-style-type: none"> <li>○ approved technical qualifications or apprenticeships that the provider offers.</li> <li>○ information about the careers that such qualifications lead to</li> <li>○ description of what learning or training with the provider is like</li> <li>○ opportunity for pupils to ask questions.</li> </ul> </li> <li>● Unifrog's University and FE Search Tools ensure students can easily contrast and compare every academic and vocational opportunity available             <ul style="list-style-type: none"> <li>○ The Subjects and Know How Libraries support students to understand the range of routes available and how to make an excellent application. Students will receive guidance on navigating these tools as part of launching the UCAS process in Year 12.</li> </ul> </li> </ul>
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## Eastbrook School CEIAG Policy

<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, 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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. <ul style="list-style-type: none"> <li>• The Careers Advisor is available to provide impartial guidance to all students and their parents/carers within school and through organised events</li> </ul>
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The Statutory Duties outlined in the January 2018 Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff from the Department for Education are:

1.	Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2.	The governing body must ensure that the independent careers guidance provided: <ul style="list-style-type: none"> <li>• is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;</li> <li>• includes information on the range of education or training options, including apprenticeships and technical education routes;</li> <li>• is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.</li> </ul>
3.	The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
4.	The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include: <ul style="list-style-type: none"> <li>• any procedural requirement in relation to requests for access;</li> <li>• grounds for granting and refusing requests for access;</li> <li>• details of premises or facilities to be provided to a person who is given access.</li> </ul>
5.	The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

# Eastbrook School CEIAG Policy

## 1. POLICY STATEMENT – ACCESS TO PROVIDERS

1.1 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.

1.2 Pupil Entitlement: All pupils in Years 8-13 are entitled to:

- 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.

*(At primary, the careers programme continues to be embedded within the curriculum and is further enriched through supplementary sessions with the support of both internal and external stakeholders. It is recognised that this is not a statutory requirement but continues to support the transition between KS2 and KS3 as well as building upon the learning that begins as early as EYFS).*

1.3 Procedural Requirements: a provider wishing to request access should contact:

At secondary/sixth form: Lucy Glendinning (Careers Adviser) Shehnaz Awan (Careers Lead) on 0203 780 3609.

At Primary: Siobhan Lam (Careers Lead on Extension: 3017).

5.3 Grounds for granting and refusing requests 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.

Premises and Facilities: The school will make the premises and facilities needed available as appropriate, and insofar as is reasonable and possible within the school premises for the purposes of any event that a visiting provider partakes in.

Providers are welcome to leave a copy of their prospectus or other relevant course literature to be made available to students in the school libraries on both school sites. The libraries are available to all students at lunch and break times.

## 2. PRINCIPLES

2.1 CEIAG as an integral part of the curriculum.

2.2 The foundations of effective CEIAG practices are developed progressively throughout the key stages and are consolidated in Year 10 and 11.

## Eastbrook School CEIAG Policy

2.3 CEIAG is managed effectively and contributes to raising attainment.

2.4 The progress made with CEIAG is monitored and measured through the use of a suitable benchmarking tool.

2.5 CEIAG is differentiated and appropriate to the needs of individuals. This can include specific challenges for more able students

2.6 CEIAG is planned and prepared alongside all other programmes of learning.

2.7 Expertise from the Careers Leader at Eastbrook School

### **3. Roles and Responsibilities**

3.1 Designated Careers Leader to lead careers Programme: Shehnaz Awan:  
[awans@eastbrookschoo.org](mailto:awans@eastbrookschoo.org)

3.2 Designated SLT Careers Lead: Shehnaz Awan, Assistant  
Headteacher [awans@eastbrookschoo.org](mailto:awans@eastbrookschoo.org)

3.3 CEIAG Careers Advisors:  
Lucy Glendinning: [glendinningl@barkingabbeysschool.co.uk](mailto:glendinningl@barkingabbeysschool.co.uk)

3.4 Primary Careers Lead: Siobhan Lam: [Lams@eastbrookschoo.org](mailto:Lams@eastbrookschoo.org)

### **4. Review**

4.1 This policy and careers provision will be reviewed annually.



