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CAREERS EDUCATION INFORMATION, ADVICE & GUIDANCE

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	Headteacher and School Board
To implement, deliver and comply	Headteacher, School Board, Careers Lead
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COMMITTEE	ESA School Board
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SLT LEAD	Principal

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Introduction

Elstree Screen Arts is fully committed to ensuring that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. In order to achieve this, ESA recognises the importance of implementing Ofsted's Common Inspection Framework and duties regarding career guidance and skills development and the importance of employer engagement within CEIAG.

At ESA we aim to do everything we can to help students to realise their full potential, providing them with both the life skills and academic qualifications to do so as well as making use of the industry links that the school has to give students rich and varied industry experiences.

ESA recognises its duty to secure access to independent careers advice for its students and to ensure that all students are supplied with guidance materials and a wide range of up to date reference materials relating to careers education. Through actively promoting Careers Education, Information, Advice and Guidance (CEIAG), we believe that we can help students to make the most of themselves and opportunities, and to make well-informed choices.

Elstree Screen Arts is actively working towards the Gatsby Benchmarks as recommended in the DFE Careers Strategy (Dec 2017) and the statutory guidance 'Career guidance and access for education and training providers' (September 2022).

The governing body reviews and monitors the quality of Careers Education Information Advice and Guidance through termly reports and including support and guidance from the Careers link governor.

Purpose and Aims

The purpose of this policy is to specify the school's approach in developing students' understanding of career and progression routes and the level of preparation required for the workplace. The school's role in supporting our students' ability to enter the labour market and to progress effectively within their sector.

Careers Education has three main aims:

- **Self-development** - students understand themselves and the influences on them.
- **Career exploration** - students investigate opportunities in learning and work.
- **Career management** - students make and adjust plans to manage change and transition.

Careers Guidance enables students to use the knowledge and skills they develop to make decisions about learning and work that are right for them. Guidance helps students to focus on their own choices through effective use of the guidance provided within the school from the Careers Leader, Careers Advisor or Head of Key Stages.

Careers information supports the delivery of careers education and guidance by providing access to a range of up-to-date information in a variety of formats. Careers information is published on specific CEIAG Google Classrooms for each key stage so that all students have access to it. Students also have access to Unifrog online platform which helps them explore their career interests (<https://www.unifrog.org/>).

Principles

The learning outcomes for the CEIAG programme are in line with those provided in the Careers Development Institute (CDI) Framework for Careers, Employability and Enterprise Education (2021).

This policy is also informed by:

- The statutory guidance for Careers ‘Careers guidance and access for education providers’ (updated September 2022)
- Skills White Paper 2021
- The Gatsby Benchmarks
- The Matrix National Standards for Young People’s Information Advice and Guidance
- Quality in Careers Standard
- CDI Career Development Framework (2021)

The CEIAG programme at ESA aims to:

- Be impartial and student centred
- Be comprehensive
- Encourage students to make use of independent external sources of help
- Raise aspirations
- Empower students
- Develop students employability skills
- Help students to progress
- Be responsive to the needs of individual students
- Be integrated into the wider school curriculum

The programme we follow will be based on national guidelines provided by the DfE and will be sensitive to the age and experience of our students. It will be delivered through tutor time, PSHE lessons, drop down days, EPICS, industry placements and in school work experience with ESA Productions.

Scope

This policy relates to all enquiring students, applicants, current and past students, apprentices or employers irrespective of race, gender, disability/difficulty or any other protected characteristic at Elstree Screen Arts. It is for all staff involved in the delivery of information, advice and guidance; careers guidance; teaching; enterprise and employability.

Aims and Objectives

Aims

ESA will ensure that by delivering high quality, professional careers education, information, advice and guidance students develop personal, social and employability skills and attitudes to enhance employability and are supported in their career management. Furthermore, to achieve this aim, ESA will be guided by the Gatsby Benchmarks to develop and enhance its Careers provision. (See Appendix 2 – Gatsby Benchmarks).

ESA recognises that both coordinated external support and appropriately skilled and experienced careers leadership in the school are important to meet the Benchmarks.

ESA has a named Careers Leader who has the support of the Senior Leadership Team (SLT) to ensure delivery of the careers programme across all 8 Gatsby Benchmarks.

Objectives

To ensure all students have:

- access to high quality, professional, impartial and qualified 1:1 careers guidance;
- access to an inspirational Careers Education programme that challenges career stereotypes and promotes equality of opportunity;
- opportunity to improve employability skills and their understanding of and awareness of entrepreneurship through employer encounters;
- access to information about work, employment and apprenticeship opportunities that makes students better informed of progression, career and employment routes;
- encounters with Higher Education Institutions;
- support with evaluating information and developing analytical skills;
- support and guidance with training, further and higher education routes;
- a programme of Careers events, published annually, available on the school website;
- the opportunity of involving Parents/carers in careers decision making

Student Outcomes

Students' Career Exploration

Students will be able to: investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities; access appropriate information, resources, help and guidance; understand changes in education, including the introduction of TLevels, training and employment and the impact of these on career and working life; analyse opportunities in work, training and further and higher Education; understand the full range of options available to them from various sources of information.

Students' Self Development

Students will be able to gain self-knowledge and develop key skills through work experience. These include: team work, problem solving, independent enquiry and resilience, as well as the ability to manage their own career development (in line with our 7C's agenda)."

Students' Progression

Students will be able to: make and implement career plans; decide on the next step in their career development using action planning, reviewing and setting smart targets; manage transition; search for appropriate opportunities and develop networks; prepare for work, further or higher education through written application and at selection interview.

Careers Education, Information, Advice and Guidance Implementation

Key staff involved in the implementation and delivery of CEIAG at ESA.

Staff member	Role	
Julia Sanderson	Lead for Partnerships and ESA Pipeline, Careers Lead	Responsible for: <ul style="list-style-type: none"> • coordinating the CEIAG offer at ESA. • liaison with industry partners, external providers, parents, carers, FE colleges, training providers, employers, other local agencies. • liaison with subject leaders to establish how their subject contributes to CEIAG. • reviewing and evaluating the CEIAG provision • Delivering 1-1 Careers Guidance sessions • Contributing to the PSHE curriculum where it overlaps with Careers Education
Pamela Banayoti	Head of KS5	Liaises with Careers Leader to support the offer to the key stage
Bethany Hughes	Head of Year 10	Liaises with Careers Leader to support the offer to the key stage
Jess Reid	Head of Year 11	Liaises with Careers Leader to support the offer to the key stage
Liz Shipp	Lead for PSHE	Liaises with Careers Leader to implement the careers modules within the 'I am ESA' drop down days across Key Stage 4 & 5.
Gaby Becker	Link Governor	Liaises with Careers Leaders to support the delivery of CEIAG in the school
	Partnerships Board	A Board of local industry professionals who advise the school on curriculum development and creating an industry pipeline for our students in our industry specialism.
Sam Terry	Enterprise Advisors	Senior Legal and Business Affairs Executive – Endemol Shine UK Limited and advises and supports the School Careers Lead regarding Film/TV production and industry contacts.
Lesley Crip		Principal Economic Development Officer at Hertsmere Borough Council and advises and supports the School Careers Lead regarding Local Skills and Education needs.

Curriculum/Teaching, Learning and Assessing

Teaching staff contribute to the delivery of CEIAG through:

- the delivery of compulsory PSHE lessons during drop down days which include Health and Wellbeing, Relationships, Living in the Wider World
- Careers/further education focused assemblies delivered throughout the year
- linking curriculum learning to careers
- supporting the Careers Leader with encounters with employers
- monitoring and reviewing their individual targets and target setting
- conducting regular Student Progress Reviews and one to one reviews with students
- employability skills are identified, embedded and demonstrated in all students' main vocational qualifications
- Maths and English GCSE/FS is taught and embedded throughout the duration of students' vocational qualification
- ensuring that students participate in careers events and industry days
- ensuring students on relevant courses have encounters with STEM Ambassadors

Staff Development and CPL

Support for teaching staff includes:

- induction for new staff
- updates for all staff
- development of staff knowledge of LMI and pathways
- specific training for staff involved in planning and delivery of CEIAG

Careers Leadership

Careers guidance and development practitioners contribute to the delivery of CEIAG through providing:

- accessible, professional, impartial 1:1 careers guidance interviews, where student's individual needs can be taken into account;
- internal careers advice to students through onsite Level 6 qualified careers advisor;
- support to curriculum staff by delivering careers and progression tutorials;
- annual Futures Week careers and employability event across the school; careers practitioners who work collaboratively with curriculum staff, external agencies, employers, universities and volunteering organisations for the benefit of students.
- Organising industry specific talks for curriculum areas
- Assisting learners with enterprise activities and entrepreneurship
- Liaise and work with employers to provide opportunities for learners to access meaningful industry placements
- organise trips to careers fairs and events in liaison with the heads of key stage;
- assist in searching and applying for apprenticeship opportunities.

ESA Productions

The ESA Production Team contribute to the CEIAG through:

- creating opportunities for work experience with our professional projects partners in school;
- Organise training sessions in school in the use of equipment to ensure the students make the most of the learning experience on placement.

Partnership Work

The school will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information including local and national employers, charitable organisations, recruitment consultants, STEM Ambassadors, Careers and Enterprise Company, Enterprise Advisors, National Careers Service, JobCentre Plus, apprenticeship employers and professional bodies. This includes working closely with the school's industry partners in order to continually develop relationships that promote industry ties. The partnerships are divided into three categories; Industry placement partnerships, Professional projects partnerships and Industry support and advice partnerships. The school recognises the important role that parents have in their child's development and will work together with parents to inform them of the choices available to their children through the Careers Lead being available at parent's evenings, special events for Post 16 choices, and through specific information for parents being available on the school's website.

Quality Assurance

The school is working towards applying for the The Quality Award in CEIAG (Prospects) validated by Quality in Careers Standard (QiCS).

The Careers Advisor is level 6 qualified and as a member of the CDI also follows the Career Development Institute code of ethics and the School is an Affiliate Member of the CDI. Student feedback is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, large scale talks, events and activities. Student feedback forms part of our Quality Assurance measure and consequently influences the development of the offer we provide.

Monitoring, Review and Evaluation of Programme and Delivery

The careers leader is responsible for the monitoring, review and evaluation process of the careers offer, including student feedback. The programme should be reviewed annually to allow for improvements in each academic year. Various methods of data collection will be used to gain an insight into the success of the programme. Methods used include surveys, focus groups, class observation, etc. The programme is also monitored against the Gatsby Benchmarks (appendix 2) and scored according to the framework. An Enterprise Co-ordinator from the Careers & Enterprise Company has monitoring visits each term to evaluate and advise on the Career Related Learning Programme.

Destinations

The Careers Leader is responsible for learners' data capture and destination of students is tracked annually and reports given to leadership.

Links to other documents

This document is produced with due regard to following Government guidance and duties:

- Careers Strategy: Making Most of Everyone's Skills and Talents - 2017
- Careers Guidance and access for education and training providers - 2018
- Career Guidance & Inspiration in Schools 2015 statutory guidance
- Education Act 2011, section 29
- Technical and Further Education Act 2017
- London Ambitions (London Councils) 2015
- CDI code of ethics
- CDI CEIAG Framework
- Participation of young people in education, employment or training - 2016
- Post-16 work experience as a part of 16 to 19 study programmes and traineeships - 2015
- Work experience and related activities in schools and colleges - Research report
- The Skills White Paper 2021

Appendices

Appendix 1: Requirements and expectations of schools

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (11-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out in the Provider Access Policy (updated Sept 2022)

Statutory Guidance

From January 2018 to end 2020	Every School should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every learner at least two meaningful encounters with an employer each year and should meet this in full by the end of 2020. At least one encounter should be related to the learners' field of study.
From September 2018	Every School should appoint a named person to the role of Careers Leader to lead the careers programme. Every school should publish the careers programme on the school's website in a way that enables learners, parents, school staff and employers to access and understand it.
From January 2023	Updated Provider Access Legislation - Every school must provide six encounters with approved providers of apprenticeships and technical education during Key Stage 3,4 and 5 (at ESA this means four encounters over key stage 4 and 5). <ul style="list-style-type: none">● Two encounters that are mandatory for all pupils in Key stage 4.● Two encounters that are mandatory for schools to put on but optional for Key Stage 5 students to attend.

Support for schools

Timing	Action
From September 2018	The Careers & Enterprise Company (CEC) will take on a broader role across all the Gatsby Benchmarks
During 2018 and 2019	CEC will provide tools to help schools meet the Gatsby Benchmarks
During 2018 and 2019	Careers Leaders training funded for 500 schools and Schools
By end 2020	All schools will have access to an Enterprise Adviser

Appendix 2: The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies</p>	<p>Every school 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. The careers programme should be published on the school's website in a way that enables learners, parents, school staff and employers to access and understand it. The programme should be regularly evaluated with feedback from learners, parents, School staff and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>Every learner, 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 best use of available information.</p>	<p>During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.</p>
<p>3. Addressing the needs of each learner</p>	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. The records of advice given should be integrated with those given at the previous stage of the learner'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. All learners should have access to these records to support their career development. Schools should collect and maintain accurate data for each learner on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All subject staff should link curriculum learning 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 future career paths. Study programmes should also reflect the</p>	<p>Throughout their programme of study (and by the end of their course) every learner 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.</p>

	importance of maths and English as a key expectation from employers.	
5. Encounters with employers and employees	Every learner 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 learners' own part time employment where it exists.	Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area. Schools should record and take account of learners' own part-time employment and the influence this has had on their development. *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace
6. Experiences of workplaces	Every learner 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.	By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, schools, universities and in the workplace.	By the end of their programme of study, every learner 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 Schools, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners. *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every learner 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 for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs. * The School should ensure that access	Every learner should have at least one such interview by the end of their study programme.

	to a level 6 adviser is available when needed.	
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Appendix 3: Examples of parent/carer involvement

The following list is neither exclusive nor exhaustive, but details the range of activities and methods by which parents and/or carers may be made aware of CEIAG.

- Parents section of the Careers page on the website
- Invitations to Google Classrooms
- Invitations to Parents Evenings where there is a CEIAG presence
- Invitations to Careers Evenings

Appendix 4: Policy statement on provider and employer access

See [here](#) for the policy