



Last Reviewed: November 2023

Next Review: November 2024

### Careers Information, Advice and Guidance (CIAG) at Penrice

Penrice is committed to **preparing students for future success in education, employment and training**, by developing their employability skills, understanding of educational and career pathways, and engendering a sense of curiosity about the world of work.

Our Careers programme uses the **Gatsby Benchmarks & The Baker Clause** to develop and implement our Careers provision and enable a range of local and national education and training providers to regularly engage with all students throughout their time at Penrice. Within our Careers programme, all students receive **unbiased and impartial information** about potential next steps and high-quality careers guidance, working with staff and external providers.

We aim to provide high quality, meaningful opportunities for students to **encounter the world of work and** teach students a range of **employability skills** to ensure they have the skills, knowledge and confidence to be successful in their chosen careers.

### Careers Leadership at Penrice

Our Careers Team is as follows:

- **Selina Harrison: Careers Administrator**

[SHarrison@Penrice.org.uk](mailto:SHarrison@Penrice.org.uk)

- **April Stevenson: SEND Careers coordinator**

[AStevenson@Penrice.org.uk](mailto:AStevenson@Penrice.org.uk)

- **James Hammersley: Assistant Headteacher: Personal Development**

[JHammersley@Penrice.org.uk](mailto:JHammersley@Penrice.org.uk)

Careers provision at Penrice is supported by all staff, including Teachers, SEND Team, PP Leads, Heads of Year, Heads of Department and SLT. **Parents are crucial partners in supporting their children and Penrice staff to raise the profile of Careers education.**

### Supporting Careers at Penrice

If you are interested in supporting our programme, we are always looking at growing our Careers network. If you could offer work experience placements, join our Mentoring team, offer assembly or lunchtime talks or join the CELT Careers Fair, please contact a member of our team.

### CIAG Statutory Framework

In December 2017, the Department for Education (DfE) published a new **Careers Strategy for secondary schools** followed by statutory guidance in January 2018. Schools must have an appointed **Careers Leader** and a **Careers Information, Advice & Guidance (CIAG) Programme** for each academic year. **By September 2020** schools should be meeting the **Eight Gatsby Benchmarks** (outlined below):

#### The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

#### The Baker Clause:

In January 2018, the DfE introduced '**The Baker Clause**'. Schools must allow colleges and training providers access to every student to **discuss all post-16 routes that are available to them**. It is expected that by doing so this will help address the **UK's productivity challenges and address skills shortages experienced across several sectors of the economy**.

To ensure we are **compliant with The Baker Clause**, we work with a number of FE, HE and training providers, who regularly run assemblies, talks, small group sessions & workshops for our students:

- **Truro College & Callywith College**
- **Duchy Colleges**
- **Local Sixth Forms: Newquay Tretherras, Bodmin College, Camborne School and Truro School**
- **Exeter University, Falmouth University & Plymouth University**

We are partnered with:

- **Compass +:** The Careers and enterprise Company platform
- **Careers Pilot:** Online Career platform giving impartial advice about progression routes, apprenticeships, training and job sectors
- **Speakers for Schools:** Virtual work experience and webinars for students and parents
- **Local businesses** including St Austell Brewery, Imerys and Kier.

### CIAG Learning Outcomes Overview

Year	Learning Outcomes
7	To learn about the skills employer's value, to understand how we develop these skills at Penrice, to know what skills I have, and are developing. To start to learn about the types of careers I might be interested in the future.
8	To continue to develop my understanding of skills valued in the workplace. To think about the subjects I enjoy, and what jobs link to these. To have investigated my Option choices and know the subject I wish to continue studying.
9	To know how my skills have developed over time. To have investigated different employment sectors. To have visited a workplace and met employers. To know what options to take at GCSE and the different pathways, open to them post-16.
10	To know how to write a CV and letter of application. To have completed work experience. To understand the offers from local apprenticeship and post-16 providers. To have visited a university and at least one workplace. To begin researching post-16 options.
11	To have completed the Pathway Planner and have a plan for post-16. To have attended a local College/Sixth Form open day. To have had at least one Careers interview. To understand the local and national job markets, and how that meets my goals.

### Wider support to achieve these goals

- Career Pilot platform
- 1 to 1 Careers Interviews
- Specialist support for SEND/EHCP students
- PP Lead support for WEX and Post-16 Applications
- Scholarship programme for HAP students
- Careers support from Selina Harrison
- CELT Careers Fair (Poltair)
- Work Experience guidance in school
- Parental meetings
- Website to share latest Careers guidance and information
- Assemblies on Apprenticeships, Post-16 Pathways and Employment opportunities throughout the year.



- External Speakers – Assemblies and Drop-Down Days.
- Tutorial programme delivering Careers and Skills guidance across all Year Groups.
- Tracking of skills and needs via Compass+ platform.

### Development

The policy was developed and is reviewed by the Careers Leader and his Line Manager (DOB) based on current Good Practice Guidelines by the DfES/Ofsted, the Gatsby Report and CDI Framework.

### Links with other policies

The policy for CEIAG supports, and is itself underpinned, by a range of key Academy policies. These include Teaching and Learning, Recording and Reporting Achievement, CLASS, SMSC, Equal Opportunities and Diversity, Children in Care and Special Needs.

### Student Entitlement

Students are entitled to CEIAG which meets the professional standards of practice, which is person centred, impartial and confidential. It is integrated into students' experience of the whole curriculum and is based on a partnership with students and their parents/carers. The programme is expected to raise aspirations, challenge stereotyping and promote equality and diversity. We fully support the statutory requirement for a programme of careers education in Year 7-11.

### Management

The Careers Leader co-ordinates the Careers/Work Experience programme and is responsible to the Deputy Headteacher (DOB). Careers is supported by a link governor and a Careers Enterprise Adviser.

### Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Sessions are sourced/developed by the Careers Leader and delivered by the Careers Leader, Form Tutors, teachers and external guests. The Head of Year and Faculty Leader are the primary link members of staff and to the Careers Leader. S Harrison supports the Careers Leader in the administration of Careers/Work Experience.

### Implementation of Careers Education

Careers education is delivered within tutorial times, and enrichment days by the Tutors, teachers the Careers Leader and external guests as directed by the Career Leader at appropriate points throughout the academic year. The structured programme includes focused events e.g.



Enterprise Days, subject related Careers events, Employer engagement activities, whole year group and small group workshops.

### Curriculum

The Careers programme includes careers education sessions, career guidance activities, information and research activities, work-related learning and individual learning activities. Other events and activities are planned and organised throughout the year.

### Partnerships

- Careers South-West works with our targeted students in Year 9-11 and provides the Academy with Destination data.
- Careers 4U provide one to one independent, impartial careers guidance to every Year 11 student during the Autumn Term culminating in a Personal Action Plan. It also supports students on Examination Results Day.
- Next Steps South West is an integral part of the CEIAG programme when promoting Higher Education opportunities.
- Other agencies and programmes are used by the school to support our individual student needs such as the Real Ideas Organisation and the Compass Programme.
- We work closely with our Careers Enterprise Adviser and the Careers Leader to provide training and support.
- Cornwall Education Business Partnership help and support the Work Experience Programme and the promotion of today's Apprenticeships.
- The National Citizen Service encourage Year 11 students to take part in their programme during the summer of Year 11.
- Local Sixth Forms and Colleges provide support in the form of presentations, advice sessions, drop including and Taster days.
- Penrice Academy has very good relationships with Local Business and Industry and is keen to build Employer Engagement for example the Careers Fair.

### Resources

Funding is allocated to CEIAG and Work Experience on an annual basis. The Deputy Headteacher is responsible for the effective deployment of resources.

The majority of the resources are now digital based. However, the Academy CORE does include a General Careers Information section and Further Education and Higher Education Information Section.

### Monitoring, Review and Evaluation

The programme is reviewed annually by the Careers Leader and Deputy Headteacher using the CDI Framework and Gatsby Benchmarks. Penrice Academy assesses the impact of its careers programmes on students by completing an annual student survey and analysing destinations



data in line with activities that they have taken part in at school. In addition, the views of students and parents will be surveyed after key events.