

# Greater Manchester Education Trust

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

### V1.0

### Approval History

Approved By:	Date of Approval	Version Approved	Comments

### Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor

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## 1. PURPOSE OF THE POLICY

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the Greater Manchester Education Trust (GMET) that all students need a planned programme of activities to help them choose progression routes that are appropriate for them in order that they are able to manage their careers, sustain employability and achieve personal and economic wellbeing; thus, they are prepared for life in modern Britain. GMET recognises that it has a statutory duty to provide careers education and to give our students access to impartial careers information, education and guidance. It is committed to providing a planned programme of impartial careers education and information, advice and guidance for all learners in Years 7-13, in partnership with the relevant agencies, educational establishments and employers and to providing extra support, as required, for vulnerable learners and those with additional needs.

Our policy is guided by the Gatsby benchmarks (Appendix C) and careers guidance and access for education and training providers (January 2023).

## 2. PRINCIPLES AND VALUES

The Careers Education, Information, Advice and Guidance (CEIAG) programme in GMET schools is designed to meet the needs of our students. We believe that an effective CEIAG programme:-

- provides access to a range of activities that inspire our students and supports them in the development of the character and confidence needed to build successful careers
- actively encourages and inspires our students to take ownership of their career plans and to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations
- provides transparent, impartial, timely and accessible information on:-
  - careers education, information, advice and guidance
  - local and national education pathways
  - training opportunities
  - labour market opportunities
  - the development of employability skills
- builds strong links with employers who can help to boost students' attitudes and employability skills, inform students about the range of roles and opportunities available and help them understand how to make this a reality.
- offers high quality work experience that properly reflects individual students' studies and strengths, and supports the academic curriculum.
- widens access to advice on options available post-16 and post-18, including apprenticeships, entrepreneurialism and other vocational routes alongside the more traditional A levels and university route.
- provides face-to-face advice and guidance to build confidence and motivation
- works with organisations to identify vulnerable students, including those with special educational needs and those at risk of not participating post-16 and post-18, and the services that are available to support them.
- provides information to students about the financial support that may be available to help them stay in education post-16 and post-18.

- consciously works to prevent all forms of stereotyping in the advice and guidance provided to ensure that students of all backgrounds and diversity groups consider the widest possible range of careers.
- supports teachers to actively consider links between their subjects and future careers and to embed careers information into lessons and subjects
- actively consults with students, parents and staff on provision to inform continuing improvement
- ensures that provision meets the quality that a dedicated Careers Education, Information, Advice and Guidance quality award can bring.

### **3. THE AIMS OF CEIAG**

GMET believes that Careers Education, Information, Advice and Guidance should:

- contribute to strategies for raising attainment
- support each stage of our students' personal and academic achievement
- support inclusion, challenge stereotyping and promote equality of opportunity
- support successful transition to the next stage of education and employment
- encourage participation in continued learning including higher and further education
- develop enterprise and employment skills
- meet the needs of all of our students through appropriate differentiation
- focus students on their future aspirations
- involve parents and carers

### **4. IMPLEMENTATION OF CEIAG**

- GMET delivers CEIAG in partnership with local and national agencies, educational establishments, training providers and employers via one to one support, intensive support, mentoring, through curriculum delivery, visits to organisations, visiting speakers and to Focus Days/Drop Down Days etc.
- GMET recognises its responsibility to ensure that students are clear that if they do not achieve a grade 4 or better in GCSE maths or English by the end of Key Stage 4 they will be required to continue to study these at school, college or as an apprentice.
- GMET ensures that students understand that a wide range of career choices require good knowledge of maths and the sciences and ensures that through the CEIAG programme and the work of the STEM Coordinator, students are exposed to a diverse selection of professionals from varying occupations which require STEM subjects.
- GMET offers students the opportunity to develop entrepreneurial and enterprise skills. Students are expected to identify, record and track the development of these skills.
- GMET fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The Trust and its schools will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at GMET schools.

- **Requests for Access**
  - Requests for access should be directed to the relevant GMET school personnel as shown in Appendix A.
- **Grounds for Granting Requests for Access**
  - Access will be given for providers to attend during school assemblies, timetabled careers focused lessons, and careers or raising aspirations events that GMET schools are organising.
  - Pupils may also travel to visit another provider as part of a trip to be organised in partnership with a GMET school.
- **Details of premises and facilities to be provided to a person who is given access**
  - GMET schools will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms/access to computers/tablets can be provided by prior arrangement. These will be organised by the link member of staff in the GMET school who will work closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the GMET staff to facilitate.
- **Live and Virtual Encounters**
  - GMET schools will consider live online encounters with providers where requested, and these may be broadcast into classrooms or assembly venues. Technology checks ahead of the event will be required to ensure compatibility of systems.
- GMET ensures that all students are aware of out of school opportunities that could help them with their careers aspirations and works closely with the National Citizen Service and other voluntary and community organisations.

#### **4.1 Leadership and management of CEIAG**

- The leadership and management of CEIAG across the Greater Manchester Education Trust is secured through the CEIAG teams in each school. Membership of this team includes senior leaders and other key personnel who co-ordinate the day-to-day delivery of the CEIAG programme and any external Careers Advisor(s).
- GMET recognises that all staff within school contribute to CEIAG programme through their roles as support staff, tutors and subject teachers.
- The CEIAG programme is planned, monitored and evaluated by the appropriate Careers lead, in consultation with the relevant, designated senior leader in each school

### **5. THE ELEMENTS OF THE CEIAG CURRICULUM**

- The CEIAG programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), the offer of work experience for students in Key Stage 4, and 5 work placements, work-related learning, the development of career management skills and individual learning planning/portfolio activities.
- Careers sessions are part of each school's personal development curriculum and is delivered in a wide range of ways, for example through the form time programme and assemblies as well as special events
- Focused events, e.g. a further/higher education fair and apprenticeship fairs are provided at different times of the year.

- Work experience preparation, debrief and evaluation take place within the form time programme and other appropriate parts of the curriculum.
- The views of students are collected from individual students and using discussion groups and evaluation questionnaires.
- Students identify, record and track the development of their enterprise and employability skills.
- We value liaison with parents and carers regarding their child's career aspirations and offer opportunities at school functions for parents and carers to engage with school careers staff and colleagues from external provision.
- CEIAG pages on each school's website signpost students to our own and external advice and guidance.

## **6. STATUTORY DUTY AND THE ROLE OF GOVERNORS**

Trustees of GMET and school governors recognise the statutory duty which requires them to ensure that all registered students are provided with independent careers guidance from Year 8 onwards. Governors and Trustees recognises their role in ensuring that careers guidance is:-

- presented in an impartial manner
- includes information on the range of education or training options
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

## **7. MONITORING AND EVALUATION OF CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE**

It is the responsibility of the designated senior leader to oversee and organise the monitoring and evaluation of CEIAG, in the context of the overall school plans for monitoring the quality of teaching and learning. They will report to the Headteacher(s), governors and Trustees.

## GMET Schools Contacts for Access Requests

School	Contact	Email	Telephone
Levenshulme High School	Mrs Ayesha Qureshi – Work-Related Learning Co-ordinator  Mrs Mandy Moretta – Assistant Headteacher	<a href="mailto:agureshi@levenshulmehigh.co.uk">agureshi@levenshulmehigh.co.uk</a>  <a href="mailto:amoretta@levenshulmehigh.co.uk">amoretta@levenshulmehigh.co.uk</a>	0161 224 4625
Parrs Wood High School	Ms Anita Brotherton – Future Choices Co-ordinator  Mrs Katie Catterall – Assistant Headteacher	<a href="mailto:a.brotherton@parrswood.manchester.sch.uk">a.brotherton@parrswood.manchester.sch.uk</a>  <a href="mailto:k.catterall@parrswood.manchester.sch.uk">k.catterall@parrswood.manchester.sch.uk</a>	0161 446 8640
The East Manchester Academy	Miss Steph Lonsdale – Assistant Headteacher	<a href="mailto:admin@temac.co.uk">admin@temac.co.uk</a>	0161 230 8039
Whalley Range 11-18 High School	Mr Tom Corney – CEIAG Co-ordinator  Miss Toyin Bakare – Assistant Headteacher (Personal Development)	<a href="mailto:tcorney@wrhs1118.co.uk">tcorney@wrhs1118.co.uk</a>  <a href="mailto:obakare@wrhs1118.co.uk">obakare@wrhs1118.co.uk</a>	0161 861 9727



## GMET School Specific

### Part 1:

#### Providers who have been invited into Levenshulme High School to date include:

- University of Manchester – STEM
- Midwifery department from University of Manchester
- NHS
- Nayyar solicitors
- State Talking
- GM Higher
- MADE
- Amerah Saleh
- GMP
- Diane Modahl Foundation
- JD Sports
- RAF
- Our Futures
- JWP
- Manchester United
- Authentic Food Company – Nik Basran
- Whalley Range Sixth Form
- Xaverian College
- Loreto College
- William Hulme Grammar Sixth Form
- Connell College
- The Manchester College
- Stockport College
- Trafford College
- Salford College
- Parrs Wood Sixth Form
- Didsbury Sixth Form
- Civic Engineers
- Costain Engineers
- ANS Group
- Civil service/DWP
- Royal Navy
- Access Creative College
- Alumni – Medicine/Dentistry
- Medical Maverick
- MACFEST
- HOME – digital marketing
- Castlefield Investment
- Slalom
- UCEN Manchester
- NCS
- Stockport County – strength and conditioning coach

## **Part 2:**

### **Destinations of previous pupils from Levenshulme High School include:**

- Loreto College
- Xaverian College
- Whalley Range Sixth Form
- Parrs Wood Sixth Form
- Connell Co-op College
- Stockport College
- Manchester College
- William Hulme Grammar Sixth Form
- Trafford College
- Salford City College
- Withington Girls' Sixth Form

## **Part 1:**

**Providers who have been invited into Parrs Wood High School to date include:**

- Manchester College
- Stockport College
- Cheadle and Marple College
- The Ask Project
- The Apprentice Academy
- Manchester Metropolitan University
- UCLAN
- The University of Manchester
- United Utilities
- Ipsos
- Fujitsu

## **Part 2:**

**Destinations of previous pupils from Parrs Wood High School include:**

- Parrs Wood Sixth Form
- Manchester College
- Trafford College Group (including Stockport, Cheadle and Marple College)
- Xaverian College
- Loreto College

## Part 1:

### Providers who have been invited into The East Manchester Academy to date include:

- Academy 92
- Appleyard Lees
- Ashton Sixth Form
- BAM Construction
- BBC
- Brilliant Club
- British Airways
- British Army
- Bruntwood
- City in the Community
- Clarendon College
- Connell College
- Contact Theatre
- Co-Op Group
- dBs Institute
- Debate Mate
- Education and Semi-Professional Football Academy
- Ernst and Young
- Factory International
- GCHQ
- Greater Manchester Learning Provider Network
- Handmade Productions
- HowMet Aerospace
- Imperial War Museum North
- Juice Academy
- KMTV
- Little Brown
- Loreto College
- Manchester United FC
- Manchester Urban Diggers
- Martin Clancy Architect
- Morgan Sindall
- MVIS Ltd
- NHS
- National Literacy Trust
- North Lancs Training Group
- Opera House Manchester
- Palace Theatre
- Pinsent Masons
- RAF
- Royal Exchange Theatre
- Royal Marines
- Salford College
- Tameside College
- The Manchester College
- This is Influential
- Trafford College
- University of Cambridge
- University of Salford
- White Rose Beauty College
- Xaverian College

## **Part 2:**

### **Destinations of previous pupils from The East Manchester Academy include:**

- Access Creative
- Ashton Sixth Form
- Clarendon College
- Connell College
- Education and Semi-Professional Football Academy
- Juice Academy
- Loreto College
- Salford College
- Tameside College
- The Manchester College
- Trafford College
- White Rose Beauty College
- Xaverian College

## Part 1:

### Providers who have been invited into Whalley Range 11-18 High School to date include:

- Salford College Group
- ASK Programme
- York St John University
- Edge Hill University
- University of Central Lancashire
- Royal Air Force
- AJ Bell
- Manchester Metropolitan University
- The Manchester College
- Parrs Wood Sixth form college
- Leeds Beckett University
- Mettler-Toledo Safeline Ltd
- Stockport County FC - Football Education
- GM Higher
- Futureworks
- UCEN Manchester
- University of Bolton
- British Army
- The University of Manchester
- Xaverian College
- William Hulme's Grammar School
- Connell Co-op College
- University of Salford
- Stockport College
- GLL
- Loreto College
- Didsbury Sixth Form
- The Cheadle College
- Trafford College
- University of Bradford
- Cisco
- Deloitte
- Parklife Festival
- Spinningfields Estate
- Innovate Her
- Zakon
- Adidas
- Speakers for Schools
- Sale Sharks
- Amazon
- The Royal Exchange
- The Contact Theatre
- Z-Arts
- Unifrog

## Part 2:

**Destinations of previous pupils from Whalley Range 11-18 High School include:**

### Post 18

- Bangor University
- Edge Hill University
- Keele University
- Leeds Trinity University
- Liverpool John Moores University
- Manchester Metropolitan University
- Newman University, Birmingham
- Sheffield Hallam University
- University Academy 92 (UA92)
- University of Bolton
- University of Central Lancashire
- University of Huddersfield
- University of Liverpool
- University of Manchester
- University of Salford
- University of York

### Post 16

- Aquinas College
- Blackburn College
- Bury College
- Cheadle Hulme High School
- Connell Co-Op College
- Loreto College
- LTE Group
- Parrs Wood High School
- Project Inc. Specialist College
- Salford City College
- TMC - Openshaw Campus
- Trafford
- Trafford College Group
- Trinity CofE High School
- Whalley Range 11-18 High School
- William Hulme's Grammar School
- Xaverian College

## The Gatsby Benchmarks

Benchmark		Description	Exemplification
1.	A stable careers programme	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.	<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.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
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 market opportunities. They will need the support of an informed adviser to make best use of available information.	<p>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.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each students. A school's careers programme should embed equality and diversity considerations throughout.	<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 pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
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.	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.



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.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6.	Experiences of workplaces	Every student should have first-hand experience 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 age of 16, every pupil should have had a least one experience of a workplace, additional to any part-time jobs they may have.  By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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, college, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.  By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
8.	Personal guidance	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.