

# Birkdale High School



Birkdale  
High School

Aspire - Thrive - Succeed

CEIAG Policy  
(Careers Education Information,  
Advice & Guidance)

March 2025 - March 2027



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High School**  
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## Birkdale High School

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

*Date of Policy:* **March 2025**

*Members of staff responsible:* **Careers Lead – Mr P Marshall (Assistant Headteacher)**

**Link Governor - Ms L Wilson**

*Review date:* **March 2027**

#### **Rationale**

At Birkdale High School, we believe that supporting young people to make informed decisions about a wide range of progression, learning and work decisions is fundamentally important to individual development and wellbeing as well as the prosperity of British society and the economy.

The work of schools, colleges and education providers is essential in meeting this ambition. In a self-improving system, education providers must work together in a firm commitment to the values and behaviours that will lead to young people making better informed choices.

#### **Aims**

We aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives.

In particular, we intend all our students to:

- develop a broad understanding of their education training, employment and other progression opportunities,
- develop the skills they need to plan and manage their own personal development and careers progression,
- make and maintain individual progress plans to help them improve their prospects of success,
- we are continuing to work towards the Gatsby Benchmarks

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices only after completing their higher education course.

Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 8-13 (Statutory Guidance, DfE, March 2015, Education Act, DfE, 2011) and although careers education is no longer a legal requirement, we wish to continue to make provision in this area. Our policy is also framed to help us prepare for Raising the Participation Age (RPA) and to benefit our SEND and Pupil Premium students.

#### **Values**

We believe that meeting the needs of the young person should be at the centre of all CEIAG provision, policy and practice within schools, colleges and independent learning providers. This is based on the principle that high quality CEIAG promotes individual aspiration as well as having the ability to contribute significantly to enhanced motivation and improved educational outcomes for young people.

Where the needs of the individual young person are best served by transferring to another institution at 14 or 16 we agree that we will ensure that the young person has access to the best possible CEIAG. We commit to ensuring that our actions and behaviours in relation to CEIAG will be guided by the best interests of the young person rather than that of the School.

We commit to supporting young people, including those from disadvantaged backgrounds, to gain access to opportunities and information that otherwise might have been denied to them, encouraging them to think critically beyond their own ideas and aspirations.

## **Commitment**

### **We will:**

#### **Adopt a strategic approach to CEIAG**

We will develop an approach that is supported and challenged by governors, including a careers education programme for all year groups and providing access to impartial advice and guidance. It will include activities and opportunities in which young people can learn and explore all the different options available to them, both within and external to the school they are currently part of.

#### **Contribute to addressing the skills mismatch**

We will develop sustained and appropriate employer engagement in order to bridge the gap between the world of education and work, raising students' aspirations and better preparing them with the skills, knowledge and attributes required by employers and society. This will take into account changing trends in the nature of employment and labour market information.

#### **Form and lead collaborations**

In order to provide accurate and up to date information about post 16 and 18 opportunities we will work with other educational partners including colleges, independent learning providers, HEI and LEPs, drawing on their expertise in order to support the delivery of CEIAG.

#### **Engage parents and carers**

We will provide a systematic, sustained set of activities and interventions that will involve parents and carers in the young person's pathway decisions. We will do this by improving their understanding of both academic and vocational qualifications and the related progression routes.

#### **Support social mobility**

We will inform the aspirations of disadvantaged groups and support them in gaining access to opportunities that otherwise might have been denied to them, by ensuring these students have access to clear progression routes, relevant contact with employers and are prioritised for work placements.

#### **Professional development**

We recognise that high quality continuing professional development for all who have responsibility for delivering CEIAG to young people will be essential in order to equip them to provide up to date, accurate and timely advice and guidance. We will ensure those delivering CEIAG will be provided with access to quality professional development opportunities.

## **IMPLEMENTATION**

The School is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all pupils and students in Years 7-11 in partnership with professional careers advisers. Currently the school buys in independent and impartial guidance services provided by Ms Jo Edwards.

The School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills. We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

Careers resources, available for all students, are relevant and up-dated regularly.

Joint projects through the Southport Learning Trust Careers Team.

Apply for projects offered to us by Liverpool City Region Careers Centre.

Participation in activities, both in school and off-site, provide employer contact and further information. Birkdale High School employs the services of an external IAG provider- Ms J Edwards, which provides individual careers interviews for Year 11 students and careers information, advice and guidance to groups of students from Year 8, 9, and 10.

Careers focused activities will be delivered through the Personal Development Curriculum and are provided and managed by the Curriculum Leader responsible for Personal Development and Careers Lead.

The Careers Lead will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.

### **Foundation Stage Provision**

- Allotted time through PSHCE lessons for self-development focusing on lifestyle and progression
- Access to the careers etc. software via PSHCE lessons.
- Y8 will be invited to attend an Options Evening.
- Careers lessons delivered by Ms Edwards during the options process.
- College input at the Year 8 Parents' Evening.
- Assemblies and other information on options including vocational and alternative courses.
- Assemblies and other information on Apprenticeships.
- Curriculum support in all subjects promoting related job advice

By the end of Foundation Stage all students will have:

- A better understanding of their strengths, achievements and areas for development and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Options.
- Received appropriate advice and guidance on options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase.

### **Examination Stage Provision**

- Careers access for every Year 11 student, including individual interviews offering impartial and confidential advice focused on individual needs and is supportive of equal opportunities, this is provided by people with relevant training and expertise.
- Information on College Open dates Careers fairs in school and visits to national events
- Support with completing College Application forms and access to computers for on-line registration

- Mock Interview experience for all Y11 students
- Specialist sessions from local colleges to include activities like CV writing.
- Parent evenings and some assemblies are supported by external IAG provider and institutions.
- Assemblies and other information on Apprenticeships

By the end of examination stage, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs and preparation for interview
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves