

The Rise School – Careers Education, Information, Advice and Guidance (CEIAG) Policy

Policy Owner	Head of School	Next Review Date:	September 2026
Policy No.	138c	Version No:	2.0

Rational

The Rise School is committed to providing a CEIAG programme which provides our pupils with an aspirational, autism friendly and person centred CEIAG offer which will allow them to successfully transition towards becoming independent, active citizens with happy lives

Context

Our year 11s will either transition into our 6th form provision or seek an alternative provision. We will also have a number of Year 11 pupils joining our 6th form provision from other centres. Pupils leave the 6th Form at the end of Y13 or Y14 to continue in further education such as university or apprenticeships or within employment. At each point when pupils transition out of our setting we ensure that appropriate advice and guidance is available.

Aims

Develop and embed an aspirational Careers Education, Information, Advice and Guidance (CEIAG) strategy and communicate to all stakeholders appropriately.

Provide an appropriate and comprehensive programme of meaningful encounters between pupils and employers.

Provide a person-centred transition programme to ensure all pupils make ambitious and informed decisions that lead to fulfilled lives within and beyond the world of work.

Fully embed Careers Education, Information, Advice and Guidance (CEIAG) across the KS2-KS5 curriculum.

Objectives

Roles and Responsibilities

Governing Body

The governing body is responsible for:

- Promoting the importance of CEIAG across the school's policies and ethos.
- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging CEIAG provision.
- Providing a link governor with specific responsibilities for CEIAG.

The designated senior leader responsible for CEIAG

The designated senior leader is responsible for:

- Leading CEIAG across the school.
- Offering a clear vision for CEIAG provision.
- Devising specific strategies and developing action plans to address Gatsby Benchmarks
- Liaising with AAA Employability Lead

The designated senior leader responsible for CEIAG is Andy Magee (Head of Sixth Form) and can be contacted via andrew.magee@theriseschool.com.

All staff contribute to the implementation of this policy through their role as tutors and subject specialists.

Provision

The Rise Two Year CEIAG Strategy and Action Plan.docx

**Employability and Enterprise: The Rise School KS2 – KS5
2024-2026**

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Vision Statement: To provide an aspirational, autism friendly and person centred CEIAG offer which will allow our learners to successfully transition towards becoming independent, active citizens with happy lives.

Ambitious About Autism Employability and Enterprise Vision:

Date of last review: Sep 24

Date of next review: Jun 26

Highlight Priority Benchmarks

Set Strategic Objectives 2024-2026

<p>Strategic Objective 1: Develop and embed an aspirational Careers Education, Information, Advice and Guidance (CEIAG) strategy and communicate to all stake holders appropriately.</p> <p>Policy / strategy / vision Curriculum CPD Parent meets Website</p>	<p>Strategic Objective 2: Provide an appropriate and comprehensive programme of meaningful encounters between learners and employers.</p> <p>Work Experience (WEX) Visits Employer events</p>	<p>Strategic Objective 3: Provide a person-centred transition programme to ensure all learners make ambitious and informed decisions that lead to fulfilled lives within and beyond the world of work.</p> <p>Advice and guidance UCAS / Further Education / Work / Apprenticeships and Traineeships</p>	<p>Strategic Objective 4: Ensure that Careers Education, Information, Advice and Guidance (CEIAG) forms part of the KS2-KS5 curriculum including cross-curricular enterprise projects, a vocational offer and a work skills programme</p>
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**Learning Outcomes
To deliver strategic objectives**

Strategic Objective 1: Develop and embed an aspirational CEIAG strategy and communicate to all stake holders appropriately.
Link to Gatsby: 1, 3

	Year 1	Year 2
Actions	<p>Update The Rise Careers and Work-Related Learning Programme 2024 – 2026 to ensure it reflects current practice.</p> <p>Ensure website is up to date with career offer for all stakeholders and ensure staff</p>	<p>Include school council / student voice in career provision as part of evaluation process.</p> <p>Arrange career focused parent meet</p>

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	<p>and governors receive regular updates on strategy.</p> <p>Provide overview for AAA fundraising team</p> <p>Promote our bespoke transition guidance document for pupils and parents.</p>	<p>Further CPD skills training for staff to be able to offer improved personal guidance as part of Annual Review (AR) process and as standard part of pastoral provision</p>
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Strategic Objective 2: Provide an appropriate and comprehensive programme of meaningful encounters between learners and employers.

Link to Gatsby:1, 2, 3, 5, 6, 8

	Year 1	Year 2
Actions	<p>Expand opportunity for explicit encounters through use of AAA support / parent / governor base. LOTC, speakers and events.</p> <p>Develop links with West Middlesex Hospital</p> <p>Maintain aspirational WEX offer at KS4 and KS5</p> <p>Participation of KS5 at careers event.</p>	<p>Further expand opportunity for explicit encounters LOTC, speakers and events. Increase encounters with disabled / ASD employees (experience and opportunity)</p> <p>Introduce careers event at KS4 Further Develop links with West Middlesex Hospital</p> <p>Take management of WEx back in-house.</p> <p>Further develop links with local employers (Heathrow + Sky)</p> <p>Further expand careers event beyond NHS to other identified employers (STEM and creative) Introduce careers event at KS3</p> <p>Investigate role for alumni.</p> <p>Further develop links with enterprise partner</p>

Strategic Objective 3: Provide a person-centred transition programme to ensure all learners make ambitious and informed decisions that lead to fulfilled lives within and beyond the world of work with a particular focus on jobs and apprenticeships.

Link to Gatsby:1, 3, 7, 8

	Year 1	Year 2
Actions	<p>Provide position for ATL with transition / job coach role.</p> <p>Refine the school-based transition process.</p> <p>Ensure all KS4 and KS5 learners receive bespoke careers advice from L6 careers adviser.</p>	<p>Further expand and improve quality of transition programme at KS5 to include provision of expert guidance to enable disabled students to access competitive universities.</p> <p>Tap staff expert knowledge of gaining places at Russell Group universities e.g Edinburgh, Bristol, Imperial</p>

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	<p>Develop role for alumni in UCAS prep.</p> <p>Continue to build on links established. E.G Nuerodiversity officer at University of London</p> <p>Continue effective UCAS workshop at KS5</p> <p>Continue effective KS5 workshop at KS4 (WT and other HE offer and academic A Levels.)</p> <p>Provide explicit advice on disability / ASD barriers to employment for students in transition through a bespoke transition programme</p> <p>Establish record keeping of destinations / advice</p> <p>Establish a bespoke alumni group on the AAA Youth Ambassador Network Programme.</p>	
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Strategic Objective 4: Fully embed CEIAG into KS2-KS5 curriculum
Link to Gatsby:1, 2, 4, 5

	Year 1	Year 2
Actions	<p>Pilot external STEM / creative / enterprise experts in Curriculum SoW KS3/4</p> <p>Quality assure the vocational studies offer at KS3</p> <p>Science: arrange KS3 STEM careers event as part of Science Week</p>	<p>Expand external STEM / creative / enterprise experts in Curriculum SoW</p> <p>Introduce Y9 event about labour market to inform Y10 options e.g. History v Citizenship, CS v iMedia, importance of 5 Level 2</p>

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Appendix 1

Link to Gatsby Benchmarks

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

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