



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

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 (Assistant Head, Personal Development) 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 Three Year CEIAG Strategy and Action Plan.docx

Highlight Priority Benchmarks							
1	5	6					
Set Strategic Objectives 2022-2025							
Strategic Objective 1: Develop and embed an aspirational Careers	Strategic Objective 2: Provide an appropriate and comprehensive	Strategic Objective 3: Provide a person-centred transition programme to	Strategic Objective 4: Fully embed Careers Education, Information,				

Education, Information, Advice and Guidance (CEIAG) strategy and communicate to all stakeholders appropriately.	programme of meaningful encounters between pupils and employers. Work Experience (WEX) Visits Employer events	ensure all pupils make ambitious and informed decisions that lead to fulfilled lives within and beyond the world of work. Advice and guidance UCAS / Further Education / Work / Apprenticeships and Traineeships	Advice and Guidance (CEIAG) into KS2-KS5 curriculum
Policy / strategy / vision Curriculum CPD Parent meets Website			

Learning Outcomes
To deliver strategic objectives

Strategic Objective 1: Develop and embed an aspirational CEIAG strategy and communicate to all stakeholders appropriately.

Link to Gatsby: 1, 3

	Year 1	Year 2	Year 3
Actions	<p>Update The Rise Careers and Work-Related Learning Programme 2022 – 2023 to ensure it reflects current practice.</p> <p>Update website with career offer</p> <p>Update pupils with career offer</p> <p>Update parents with career offer</p> <p>CPD event for staff Local Governing Body presentation / report</p> <p>Provide overview for AAA fundraising team</p> <p>Develop a bespoke transition guidance document for pupils and parents.</p>	<p>Include school council / pupil voice in career provision as part of evaluation process.</p> <p>Arrange career focused parent meet</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>	<p>Arrange career focused parent meet for KS3, 4 and 5</p> <p>Pursue accreditation</p>

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	Year 3
Actions	<p>Expand opportunity for explicit encounters through use of AAA support / parent / governor base. LOTC, speakers and events.</p> <p>Develop links with one large local employer (Imperial)</p> <p>Address issues around WEx in post covid society and re-establish provision of meaningful and sustainable WEx placements more</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</p> <p>Further develop links with local employers (Imperial + Heathrow)</p> <p>Establish NHS careers event.</p>	<p>Further develop links with local employers (Imperial + Heathrow + Sky)</p> <p>Further expand careers event beyond NHS to other identified employers (STEM and creative)</p> <p>Introduce careers event at +KS3</p> <p>Investigate role for alumni.</p>

	<p>closely linked to career aspirations for all Y11 and KS5 learners.</p> <p>Participation of KS5 at careers event.</p>	<p>Take management of WEx back in-house.</p>	
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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.
Link to Gatsby:1, 3, 7, 8

	Year 1	Year 2	Year 3
Actions	<p>Establish a school-based transition role to support the transition process.</p> <p>Ensure all KS5 pupils receive careers advice from L6 careers adviser.</p> <p>Continue to build on links established. E.G Nuerodiversity officer at University of London</p> <p>Ensure effective UCAS workshop at KS5</p> <p>Ensure 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 pupils in transition</p> <p>Establish record keeping of destinations / advice</p> <p>Establish a bespoke alumni group on the AAA Youth Ambassador Network Programme.</p> <p>Pilot a skills building programme</p>	<p>Further expand and improve quality of transition programme at KS5 to include provision of expert guidance to enable disabled pupils to access competitive universities.</p> <p>Tap staff expert knowledge of gaining places at Russell Group universities e.g Edinburgh, Bristol, Imperial</p> <p>Introduce transition and careers programme at KS4.</p> <p>Ensure all KS4 pupils receive careers advice from L6 careers adviser.</p> <p>Expand skills building programme</p>	<p>Pilot role for alumni in UCAS prep.</p>

Strategic Objective 4: Fully embed CEIAG into KS2-KS5 curriculum
Link to Gatsby:1, 2, 4, 5

	Year 1	Year 2	Year 3
Actions	<p>Map all subjects against CEIAG</p> <p>Develop pilot CEIAG SoW in computing at KS3</p> <p>Pilot external STEM / creative / enterprise experts in Curriculum SoW KS3/4</p>	<p>Expand CEIAG SoW to include English / Drama: creating adverts / modelling interviews and WRL tasks</p> <p>Include external STEM / creative / enterprise experts in Curriculum SoW</p>	<p>Further expand CEIAG SoW to include KS2</p> <p>Science: arrange KS3 STEM careers event as part of Science Week</p>

		Introduce Y9 event about labour market to inform Y10 options e.g. History v Citizenship, CS v iMedia, importance of 5 Level 2	
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Appendix 1

Link to Gatsby Benchmarks

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