



Red Kite School

Careers Education, Information, Advice and Guidance Policy

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1	May 2024	M.Slater
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***‘ Careers guidance and access for education and training providers.
Statutory guidance for schools and guidance for further education colleges and sixth form colleges’***

DfE January 2023

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1.0 School Vision

- 1.1 Red Kite School strives to equip students with the skills, knowledge and citizenship skills to be successful in their future.

School Motto:
Respect – Responsibility – Resilience

- 1.2 The governing body have adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- 2.2 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff'. (DfE, January 2023).
- 2.3 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 8-13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.7 This policy refers to events and opportunities in Key Stages 3, 4 & 5 and these events will impact upon all students at the school.
- 2.8 All members of staff at Red Kite School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 2.9 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
 - 3.1.1 To ensure that all students at the school receive a suitable careers programme;
 - 3.1.2 To enable all students to learn from information provided by the career and labour market;
 - 3.1.3 The CEIAG programme should be individual and address the needs of each student;
 - 3.1.4 To link the curriculum learning to careers learning;
 - 3.1.5 To provide students with a series of encounters with employers and employees;
 - 3.1.6 To provide students with experiences of workplace(s);
 - 3.1.7 To ensure that students have a series of encounters with further and higher education;

3.1.8 To provide each student with the opportunity to receive personal guidance;

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered students at the school must receive independent careers advice in Years 7 to 13;

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option; 4.1.3 This advice must cover a range of education or training options;

4.1.4 This guidance must be in the best interests of the student;

4.1.5 There must be an opportunity for education and training providers to access students in Year 8-13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy;

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published;

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3.

4.3 Red Kite School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted).

5.0 Governor Responsibilities

5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- 5.1.1 based on the eight Gatsby Benchmarks;
- 5.1.2 meeting the school's legal requirements;

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 8 - 13.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Provider Access

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.2 All students in years 8-13 are entitled:

- 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- 6.2.3 to understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities.

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

- 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored;
- 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team;
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
 - 7.2.1 Feedback from stakeholders through mechanisms such as Red Kite student and parent/carer surveys;
 - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
 - 7.2.2 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.3 The governors of Red Kite School will review this policy every three years.

Appendix 1

The Gatsby Benchmarks

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.	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. The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
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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.	By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
	student. A school's careers programme should embed equality and diversity	Schools should keep systematic records of the individual advice given to

	considerations throughout.	<p>each student, and subsequent agreed decisions.</p> <p>All students should have access to these records to support their career development. Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</p>
4. Linking curriculum learning to careers	<p>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.</p>	<p>By the age of 14, every student 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.</p>
5. Encounters with employers and employees	<p>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,</p>	<p>Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn</p>

	mentoring and enterprise schemes.	about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every student should have first-hand experiences 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 student should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every student 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, colleges, universities and in the workplace.	By the age of 16, every student 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 students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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8. Personal guidance	<p>Every student in Year 7-13 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.</p>	<p>Every student should have had at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

Appendix 2

Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)

Management of provider access requests

Procedure

A provider wishing to request access should contact Kelly Guthery, Group Careers and Employability Lead.

Email: kelly.guthery@ofgl.co.uk

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to our Group Careers and Employability Lead to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Group Careers and Employability Lead or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school reception. Students are able to access this information at any time via the Careers Co-ordinator, Simon Wallace, Deputy Headteacher.

Safeguarding

All visitors will be expected to adhere to our Safeguarding Policy.

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Appendix 3

Careers at Red Kite School

Our Vision

We aim to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Red Kite School, we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist. High quality careers education and guidance in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Red Kite School is a 'place of compassion and opportunity'. Our curriculum and wellbeing offer is designed so that each student has an opportunity to fulfil their potential. The curriculum is based on the vision statement that Red Kite School is a place of compassion and opportunity underpinned by the school values of respect, responsibility and resilience.

'Compassion' represents the acceptance of and unconditional love that is provided through the well-being support provided to all students resulting in them being able to overcome and manage their differing needs.

'Opportunity' represents the opportunities that are available to all students at Red Kite School.

In other settings students may not have been able to access opportunities like their peers. At Red Kite School we offer a broad and balanced range of opportunities through trips, visits, experiences and life skills development that will result in students leaving school fully prepared for adulthood and their working life.

Respect, responsibility and resilience are the school's values that we promote and develop in each of our learners. It is key that each of these are embedded across the curriculum and in all we do. We encourage these qualities in each of our students and acknowledge and reward their use and development.

At Red Kite School we are committed to providing our students with a purposeful and engaging academic curriculum resulting in them gaining relevant accreditation and academic qualifications so that they leave with a world of opportunity at their feet.

Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (January 2023), our careers plan supports the achievement of the eight Gatsby benchmarks. Our aim is that learners understand how what they are being taught, will link to their future pathways.

We work closely with several further education colleges and providers. Our careers advisor is Emma Barton. As part of our careers support we facilitate one-to-one interviews for all KS3,4 & 5 students, as well as curriculum support and general advice.

Aims and Objective

The careers education, information and guidance programme is designed to meet the needs of each and every learner at Red Kite School. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development. Work experience/work related learning is offered to KS4 & 5 students. Students have regular encounters with employers and employees through workshops and visits.

The main aims of the careers provision at Red Kite School are to:

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.

- To raise and track learners' engagement within the careers programme during their journey through Red Kite School and to ensure that learners are supported in voicing their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' January 2023
- Education Act 2011
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Skills and Post-16 Education

Policy reviewed every 3-years