

SEAHAVEN ACADEMY

CEIAG Policy

Updated: September 2021 (Mr Hafernik)

Next Review: September 2022

Seahaven Academy CEIAG Policy 2021-22

Lead member of Staff: Mr Hafernik hafernikm@seahavenacademy.org.uk

Principles

Seahaven Academy believes that a young person's career begins with their pathway through learning and work. All young people need a planned programme of activities to help them make appropriate 12-19 choices and to manage careers throughout their lives. (Statutory requirements for all Y8-Y13 September 2018) We work on the Principles of the eight Gatsby Benchmarks in order to achieve this with direct mapping of the CDI framework in order to ensure all students receive their statutory guidance needs. Seahaven Academy also ensures that the Baker Clause Policy Statement on Provider Access is adhered to (Please see Baker Clause document on Seahaven Website)

Overall Aims

The Careers Education programme at Seahaven Academy is designed to help students make the most of themselves and their opportunities. In particular, it aims to help them:

- develop their knowledge and understanding of the changing nature of work, learning and careers
- extend their understanding of opportunities in learning and work
- make good use of information and guidance by all members of staff at Seahaven Academy
- develop and use their self-knowledge when thinking about, and making course and other choices
- develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

Commitment

Seahaven Academy is committed to providing a planned programme of Careers Education for all students in Years 7-11, together with appropriate Information, Advice and Guidance (CEIAG)

Governors and Staff are committed to:

- providing a planned programme of activities to which all students are entitled and will have access.
- ensuring that, wherever possible, students' progress to an opportunity in further education, training or employment.
- involving young people and their parents/carers in programme activities and further developments.
- maintaining the standard of the full iic award and the reassessment program



The next review date of the Seahaven Policy, overview, School and student commitment and the Baker Clause is annual and will be 03/22

Seahaven Academy is committed to equality

Over recent year, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislations that places an increased duty on schools and other settings. Legislation requires schools eliminate direct or indirect discrimination, victimization or harassment and to promote equality for pupils/students, staff and others who use the school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resource.

In our school, we work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: race, disability, gender (including transgender) sexual orientation, religion and age as well as any other factors, which have the potential to cause discrimination, e.g. socio-economic factors. Therefore, an Equality Impact Assessment (EIA) will be carried out as part of the review process of this policy.

Provision

Management

Matthew Hafernik, Director KS4, manages the programme. He liaises with Governors, SLT, AH JD, support from all staff in order to deliver CEIAG to every pupil. Independent Careers Advisor supported by YES, will meet and discuss college courses, applications and open/taster days with every KS4 pupil throughout the year. In addition, East Sussex and Mark Likeman has an overview of specific WEX placements for all Y10 students, also supported by the Pastoral Lead, Amanda Bosely.

Delivery

At present, CEIAG involves lessons delivered by tutors, whole school assemblies and across the curriculum in all subjects, monitored by HODs in their SOW. In addition there are focused sessions for KS3/4 pupils in assemblies and workshops by outside agencies. Other focused events take place on an annual basis include Consultation evenings, College assemblies, Options evenings, extended learning days, College taster days, mock interviews, work related learning (CoPE) and business related enterprise. Recently, this has moved to a more 'virtual' arrangement with all areas still being covered.

All information and the school's CEIAG Policy is accessible to pupils, parents, staff, governors and the wider community via the School website, newsletters and information evenings throughout the year. For more information, please follow link to CEIAG calendar

<https://www.seahavenacademy.org.uk/Portals/0/Library/Documents/Careers/CEIAG%20overview%202018-19.pdf?ver=2018-09-11-134857-507>



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Resources

Careers related lessons are taught in every subject in all year groups and individual SOW and lesson plans are available to view. Students have supervised access to partial and impartial IT facilities, including Careers software – Careers etc., E-Guidance,

Apprenticeships in Sussex and the online application process. Specialist support (Louise Thomas – Pastoral support manager and Amanda Bosley who is also currently obtaining a L6 Careers Advice Qualification) are available for individuals with learning difficulties and/or disabilities. The SEND team also assist in this role. Additional information sources include participation in local events and activities and work with employers, businesses and other organizations. Seahaven Academy are also committed to the Newhaven Enterprise Zone and the United Learning CEIAG Hub. It is the responsibility of the Director of KS4, Head of PSHCRE/Tutor Program and the Careers Advisor to select and maintain teaching

Resources appropriate to student's needs. In accordance with The Technical and Further Education Act 2017 came in to force on 2nd January 2018, we have close links with external providers that enable opportunities for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. This is done via PCE's, assemblies, working with the Newhaven Enterprise Network, NCOP, SIS, WEX, Employability and Skills service, YES and the Chamber of Commerce. The CEIAG Policy is also linked with other departments to cover Gatsby Benchmark 4. There is funding from the Budget and SLN to also accommodate whole school projects such as Y10 WEX, NCOP and our independent careers advisor on a yearly basis.

Guidance

This is provided in partnership with the Ouse Valley cluster group and includes individual and group activities. All staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within policy guidelines) responsive to students' needs and based on the principle of equality.

Training

Training needs to be identified through the annual needs assessment and appropriate arrangements, often in partnership with the Ouse Valley cluster group. Caroline Bragg (Standards & Learning Effectiveness Service, Partnership & Provision Team) provides opportunities for CPD and sharing of good/outstanding practice.

Monitoring, review and evaluation

All programme activities are monitored, reviewed and evaluated with active involvement of students, surveys, Careers focus groups; whole school twilight, inset days and information from pupils, staff and parents provide effective and constructive feedback and sustainability of the projects. It is reviewed annually and the findings will be used to steer the program's CEIAG Strategic development plan. Y11 intended destinations from the Aspire database, NEET students working with YES on a 1 2 1 basis, feedback from our independent careers advisor, Evaluation of all WP and Compact Plus projects with the Universities, assemblies for all year groups in relation to CEIAG, PSHE



SOW, Parent's evenings and Thursday 'drop in' sessions with MH all contribute to measure and assess the impact of the careers program on students. This is also reviewed on a regular basis at SLT meetings



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