



St Paul's Way Trust School

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

Including Provider Access Policy

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Contents

Policy Aims and Ethos.....	3
Links to Legislation and Guidance Documents	3
Careers Programme - Transform, Inspire, Succeed.....	3
Roles and Responsibilities.....	4
Co-Curriculum.....	4
Partnerships.....	5
Parental Engagement.....	6
Monitoring, Review and Evaluation	6
Resources.....	7
Approval Signature.....	7
Appendix 1 – Careers Programme.....	8
Appendix 2 – Student/Parent Entitlement Statement	11
Appendix 3 – Careers Visual Road Map.....	12
Appendix 4 – CEIAG Staffing Structure	14
Appendix 5 – Provider Access Policy	15
Appendix 6 – Review and Evaluation Guidance.....	19
Appendix 7 – Feedback Forms for Students, SPWT Staff and Employers/Activity Providers	20
Appendix 8 – Gatsby Benchmarks	23

Policy Aims and Ethos

In the “relentless pursuit of scholarship and excellence”, St Paul’s Way Trust School (SPWT) strives to develop our students into successful global citizens, fully prepared and able to meet the demands of adult working life both in Britain and in the wider, international labour market. Aspiring beyond “Outstanding,” this policy takes SPWT’s dedication to “Vision”, as one of our six graduate strands, and develops it into the “Transform, Inspire, Success” programme. This is explored in further detail below. We are committed to achieving this goal by providing all learners with access to high quality careers information, advice and guidance.

This policy sets out the provision and structure of CEIAG at SPWT. It is to be reviewed annually by the member of the Senior Leadership Team (SLT) with responsibility for CEIAG, the CEIAG Manager, and the Higher Education Coordinator in order to be in line with the most up to date pathway options for young people.

Links to Legislation and Guidance Documents

This policy fulfils the requirements for a CEIAG policy as outlined in **Careers guidance and access for education and training providers** published by the **Department for Education** in **October 2018**. In addition, this policy utilises the **Gatsby Benchmarks**, published by the **Gatsby Charitable Foundation**, to develop and improve the CEIAG provision, ensuring that St Paul’s Way Trust School is fulfilling our legal duties to our students in line with CEIAG provision.

Further to these legislative links, this policy also utilises guidance from the **Career Development Institute’s Framework for Careers, Employability and Enterprise Education** published in **March 2018**. The CEIAG provision exists as an extension and development of St Paul’s Way Trust School’s **Provider Access Policy** and the **Personal Development including Spiritual, Moral, Social and Cultural Education Policy**.

Careers Programme - Transform, Inspire, Succeed

Resting at the heart of St Paul’s Way Trust School’s mission to create global citizens are the six graduate strands, developed in partnership with King’s College London, which outline the core skills required to enter the global labour market and be successful global citizens.

The graduate strands, Communication, Investigation, Participation, Networking, Scholarship and Vision, are embedded throughout the school, both in curriculum learning and enrichment programmes.

The CEIAG programme (Appendix 1) takes “Vision” as its fundamental theme and has extrapolated a further understanding of this intrinsic graduate strand in the development of the “Transform, Inspire, Succeed” programme. This programme separates out the expansive and comprehensive CEIAG provision into three core aspects of learning:

Transform	By exploring their skills through a series of entrepreneurial programmes and classroom CEIAG learning this core aspect encapsulates the importance of subject learning and it’s relation to the global labour market, engaging students to support their self-awareness as a learner.
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Inspire	This aspect of the CEIAG provision focuses on a learners' self-determination. This core aspect engages with external providers to provide both subject specific and broader mentoring, as well engagement with external providers, in line with Gatsby Benchmark 7 and Gatsby Benchmark 5.
Succeed	With a specific focus on pathways, this aspect of the CEIAG provision strives to support students on their future in the labour market and embed strategies for success. This aspect encapsulates pathways specific learning such as interview preparation, pathways mentoring and work experience.

The careers programme (Appendix 1), careers visual road map (Appendix 2) and student entitlement statement (Appendix 3) are published on the school's website.

Roles and Responsibilities

All CEIAG activities are overseen and reported to SLT by the CEIAG Manager and, further, to the Governors by the member of SLT with responsibility for CEIAG. Coordination of CEIAG activities within year groups is the responsibility of Year Team Leaders, in partnership with Heads of Faculty, the CEIAG Manager and the Higher Education (HE) Coordinator. Further details of responsibility can be found in Appendix 4. Responsibility for the development, implementation and delivery of the CEIAG policy belongs to a core team of dedicated staff.

Name	Position
Chris Hyams	Link Governor for CEIAG
Fatima Johura	SLT Manager of CEIAG Manager
Kawtar El Ouaraini	CEIAG Manager
Nicola Coles	Higher Education Coordinator
Melissa Carrol	Pathways Coordinator for Additional Educational Needs

The "Transform, Inspire, Succeed" programme includes guaranteeing that the broad range of teaching and support staff are able to offer informed advice on the ever evolving and changing landscape of careers. It is also crucial to the success of the CEIAG policy that the broad range of staff are aware of the barriers that young people face in accessing education, enrichment and employment opportunities.

A programme of comprehensive communication with staff ensures that a continuous and consistent awareness of necessary information. This communication is coupled with targeted training sessions for staff at salient times of the student lifecycle. The broad range of teaching and support staff are also expected to maintain their own knowledge base with regards to CEIAG. Termly resources are provided to all staff.

Co-Curriculum

CEIAG is embedded into the curriculum of all subjects, in line with Gatsby Benchmark 4, providing students with an intrinsic understanding of the importance of their academic studies to their future career success. The inclusion of CEIAG within subject curriculums is overseen by the Head of Faculty, with support from the CEIAG Manager. All teaching staff contribute to CEIAG delivery and emphasise the importance of success in English and Maths through their roles as subject teachers.

The careers programme (Appendix 1) includes careers education sessions, skills development sessions and programme including Mentoring programmes, Tower Hamlets Education Business Partnership sessions, information and research activities, career guidance activities and interviews, and access to START Profile for careers guidance. Students also engage in work-related learning including term-time compulsory work experience in both Year 10 and Year 12, in line with Gatsby Benchmark 6.

These activities are tailored to the needs of individual students, taking into account their personal aspirations, academic profiles and background data, in support of Gatsby Benchmark 3. The AEN department also benefits from a pathways coordinator, with specific responsibility for CEIAG within the department.

The school maps out the provision that will be provided on an annual basis (Appendix 1). This is reviewed throughout the year in consultation with the Senior Leadership Team, Year Team Leaders, Heads of Faculty and the Personal Development Lead, who oversees the Subject Leader for Communications and Subject Leader for Participation. Whilst the entitlement statement provides guidance on the universal provision for all students is, the programme of events is also reactive, meaning that ad hoc events will also take place throughout the year.

Partnerships

St Paul's Way Trust School benefits from numerous partnerships, both formally via service level agreements or memorandums of understanding and informally via programmes of sustained engagement. These partnerships cover a broad range of industries in both the charity and corporate sectors. Through these partnerships, SPWT is able to provide a programme of support that is independent and impartial whilst remaining tailored to the needs of our learners. The Provider Access Policy (Appendix 5) that sets out the necessary arrangements for managing the access of providers to pupils at the school is available on the school website.

In the 2020/21 academic year, the following organisations will be working with SPWT to provide high quality careers information, advice and guidance:

- Tower Hamlets Education Business Partnership
- Tower Hamlets Careers Service
- IntoUniversity
- Deloitte
- Morgan Stanley
- J.P. Morgan/ Everfi
- L&Q Foundation/ Construction Youth Trust
- NHS
- The Princes' Trust
- Apprenticeships, Skills and Knowledge (ASK) Service
- Skills Builder
- START (U-Explore)

Via these partnerships, we ensure that students are introduced to and encouraged to explore apprenticeships. All of the above partnerships engage students across the entirety of their academic journey, beginning in Key Stage 3 and continuing to Key Stage 5.

As part of the University Schools Trust, SPWT is partnered with Queen Mary University of London, King's College London, the University of East London, Warwick University and University College

London. These organisations provide a range of activities, resources and policy guidance to ensure that students at SPWT have a thorough understanding of the higher education landscape in the UK.

The programmes available from our partner organisations, as well as significant engagement from other organisations, is outlined in the careers programme (Appendix 1).

Parental Engagement

As a school within the heart of the local community, parental engagement is at the core of the CEIAG policy. Contact details for the CEIAG Manager and careers resources, such as, the careers programme and student/parent entitlement statement, are all published on the school website for ease of access. Information and parent's evenings are held throughout the year for parents of children in each year group. In addition, information packs and further guidance are sent out to parents and carers at key points in their child's CEIAG journey, including work experience (Year 10 and Year 12) and pathways (Year 9, Year 11 and Year 13).

Feedback on the CEIAG provision is sought from parents via feedback forms available at parents' evenings. In addition, the contact details for the CEIAG manager are published on all related school communications and parents are encouraged to engage with the CEIAG manager when exploring ways to improve their child's CEIAG education. Also, the CEIAG manager attends parent forums when requested by either the Lead Practitioner with responsibility for Parental Engagement or the Parental Liaison Officer.

Monitoring, Review and Evaluation

The careers programme is annually reviewed by the CEIAG team. All individual activities are evaluated using a feedback form (Appendix 7) completed by the participating students, participating staff and employers/activity providers. These activities are then RAGed, a feedback/impact report is created and termly reviews are carried out by the CEIAG team to strive to ensure all activities are as meaningful as possible. This process is outlined in the guidance (Appendix 6).

Student's engagement is tracked to ensure uptake of CEIAG activities. This tracking notes why a student was chosen for an activity as well as barriers to engagement, such as Looked After Child, Pupil Premium, Free School Meals, No Family History of HE (or First Generation to Engage in HE), Behaviour and Attendance. This tracking allows the CEIAG manager to review the success of engagement practices, such as assemblies or form time activities, and to respond appropriately.

This tracking of engagement is there to ensure not only uptake of CEIAG activities but also to ensure are ready for making important decisions regarding their destinations from Key Stage 3 through a programme of assemblies, workshops, mentoring and speaker visits. These activities allow students to learn about a wide range of careers and pathways before they make their final option choices in Year 9. This tracking continues into Key Stage 4 and Key Stage 5 to ensure that all students follow the most appropriate pathway, in line with Gatsby Benchmark 7.

Utilising this information, the CEIAG team and wider Year Teams, including form tutors, ensure that all students progress onto a pathway of sustained education, employment or training. Students who are at risk of becoming NEET are identified and supported from Year 7 through to Year 13. This support is delivered by a team of staff including form tutors, Year Team leaders, the Senior Leadership Team and the CEIAG team.



Our approach to monitoring and evaluation is long-term. We maintain accurate records of our students beyond the school through our alumni programme and utilise destination trends to inform our practice.

Resources

Significant funding is allocated for the CEIAG provision, including the costs of the service level agreements and material resources within the school, overseen by the member of SLT with responsibility for CEIAG.

Committed spending is allocated to:

- Work Experience for all Year 10 and Year 12 students (run in conjunction with the Tower Hamlets Education Business Partnership)
- START Profile.

In line with Gatsby Benchmark 3, a broad range of opportunities are sought throughout the year to ensure that the needs of all students are met. These include the Skillsbuilder programme which focuses on the relevance of skills and helps embed CEIAG into the wider narrative of school life.

Through external partnerships and a strong emphasis on networking, much of the school's provision and support is received in kind through long or short term partnerships. The development of new partnerships and relationships, both with corporate organisations and universities, is led by the CEIAG manager.

Approval Signature

Signature of (enter position e.g. Chair): _____

Print Name: _____

Date: _____

Careers Programme

At St Paul's Way Trust School, we are committed to providing all learners with access to a high quality and stable careers programme. We strive to develop our students into successful global citizens, fully prepared and able to meet the demands of adult working life both in Britain and the wider, international labour market. This careers programme takes “Vision”, as one of our six graduate strands, and develops it into the “Transform, Inspire, Succeed” programme.

- To TRANSFORM learners through a series of entrepreneurial programmes and classroom careers learning that encapsulates the importance of subject learning and its relation to the global labour market.
- To INSPIRE learners through both subject specific and broader mentoring, as well as engagement with external providers.
- To SUCCEED by embedding strategies that focus on pathways and the learner’s future in the labour market such as, interview preparation, pathways mentoring and work experience.

	Aims	TRANSFORM, INSPIRE, SUCCEED at SPWT				Gatsby Benchmarks*	CDI Framework*
		All-Year Round	Autumn Term	Spring Term	Summer Term		
Year 7	Introducing Careers Education	<ul style="list-style-type: none"> ✓ Careers Assemblies: Employer Engagement, Further Education and College Encounters ✓ Careers Library: Access to Information Sources and Further Reading ✓ Careers Hub: Opportunity to have a careers appointment with a trained careers adviser ✓ Access to START Platform: Access to Labour Market Information and Career Activities ✓ Careers Podcast: In Conversation With... Fortnightly student led conversational interview where staff share experiences on their journey to their career 	<ul style="list-style-type: none"> ✓ THEBP Money Matters Workshop ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) ✓ Skills Builder Workshops - Building Essential Skills 	<ul style="list-style-type: none"> ✓ Science Summer School ✓ Curriculum Enhancement Day 	1, 2, 3, 4, 5, 7	Grow and Explore
Year 8	Exploring Careers		<ul style="list-style-type: none"> ✓ Skills Builder Workshops - Building Essential Skills ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) ✓ THEBP Work Smarter, Not Harder Workshop 	<ul style="list-style-type: none"> ✓ Science Summer School ✓ Curriculum Enhancement Day 	1, 2, 3, 4, 5, 7	Grow, Explore & Create
Year 9	Pathways and Opportunities		<ul style="list-style-type: none"> ✓ THEBP Options and Careers ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) ✓ QMUL Pathways Event 	<ul style="list-style-type: none"> ✓ Science Summer School ✓ Curriculum Enhancement Day 	1, 2, 3, 4, 5, 7	Grow, Explore, Create, & Manage
Year 10	Understanding the World of Work		<ul style="list-style-type: none"> ✓ THEBP Getting Ahead Workshop ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) 	<ul style="list-style-type: none"> ✓ Virtual Work Experience ✓ Post-16 Preparation Programme ✓ Science Summer School ✓ Curriculum Enhancement Day 	1, 2, 3, 4, 5, 6, 7	Grow, Explore, Manage, Create, Balance & The Big Picture
Year 11	Post-16 Destinations		<ul style="list-style-type: none"> ✓ Post-16 Career Interviews ✓ Application Support Workshops ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) ✓ THEBP Head to Head Mock Interviews ✓ Post-16 Career Interviews ✓ Post-16 Destination Offers Tracking 	Study Leave and Exams Period	1, 2, 3, 4, 5, 7, 8	Grow, Explore, Manage, Create, Balance & The Big Picture
Year 12	Exploring Post-18 Options		<ul style="list-style-type: none"> ✓ THEBP Head to Head Mock Interviews ✓ Apprenticeships Introduction ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) ✓ Virtual Work Experience ✓ CV Surgery 	<ul style="list-style-type: none"> ✓ Science Summer School ✓ Curriculum Enhancement Day 	1, 2, 3, 4, 5, 6, 7	Grow, Explore, Manage, Create, Balance & The Big Picture
Year 13	Post-18/Higher Education		<ul style="list-style-type: none"> ✓ Post-18 Career Interviews ✓ UCAS Application Support ✓ Parents' Career Week 	<ul style="list-style-type: none"> ✓ SPWT Careers Fair (TBC) ✓ Post-18 Career Interviews 	Study Leave and Exams Period	1, 2, 3, 4, 5, 7, 8	Grow, Explore, Manage, Create, Balance & The Big Picture

*Please note that we also offer a range of internal and external ad-hoc career activities and events that occur in addition to the above throughout the academic year.

ADDITIONAL OPPORTUNITIES FOR SELECTED STUDENTS

St Paul's Way Trust School benefits from numerous partnerships, both formally via service level agreements and informally via programmes of sustained engagement. These partnerships cover a broad range of industries in both the charity and corporate sectors. Through these strong partnerships, St Paul's Way Trust School is able to provide an independent, impartial and tailored programme of support for our learners to achieve their full potential.

These are the internally and externally-led additional career activities and events we will be offering selected students from each year group throughout the academic year 2021-22.

	Aims	Additional Opportunities for Selected Students
Year 7	Introducing Careers Education	<ul style="list-style-type: none"> ○ Construction Youth Trust Workshops on Engineering and the Built Environment ○ Morgan Stanley Employability Programme ○ IntoUniversity Programme ○ SPWT Career Champions Programme ○
Year 8	Exploring Careers	<ul style="list-style-type: none"> ✓ Construction Youth Trust Workshops on Engineering and the Built Environment ✓ THEBP Aim2Attain Programme (TBC) ✓ The Prince's Trust Mentoring Programme ✓ IntoUniversity Programme ✓ SPWT Career Champions Programme
Year 9	Pathways and Opportunities	<ul style="list-style-type: none"> ✓ J.P. Morgan The School's Challenge Programme ✓ Morgan Stanley Financial Literacy Programme ✓ Morgan Stanley Mentoring on Pathways ✓ The Prince's Trust Enterprise Challenge ○ British Army Workshops and Activities ○ IntoUniversity Programme ✓ SPWT Career Champions Programme
Year 10	Understanding the World of Work	<ul style="list-style-type: none"> ✓ Deloitte Mentoring Programme ✓ Worshipful Company of Barbers Medical Careers Carousel Event ✓ Morgan Stanley Personal Branding Workshop ○ IntoUniversity Programme ○ Jack Petchey Speak Out Challenge ✓ SPWT Career Champions Programme
Year 11	Post-16 Destinations	<ul style="list-style-type: none"> ✓ ASK Apprenticeship Support ✓ Morgan Stanley Personal Branding Workshop ✓ IntoUniversity Programme ✓ SPWT Career Champions Programme ✓
Year 12	Exploring Post-18 Options	<ul style="list-style-type: none"> ✓ Bancroft's University Fair ✓ THEBP Mentoring Programme ✓ British Army Workshops ✓ Civil Service Careers Workshops and Activities ✓ Drapers' Den Competition (TBC) ✓ Deloitte TMT Challenge (TBC) ✓ IntoUniversity Programme ✓ SPWT Career Champions Programme
Year 13	Post-18/Higher Education	<ul style="list-style-type: none"> ✓ ASK Apprenticeship Support ✓ Bancroft's Bespoke Law Mentoring Programme ✓ IntoUniversity Programme ✓ SPWT Career Champions Programme

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

Career Development Framework (CDI Framework)

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

Benchmark	Description
<p>Grow Throughout Life</p> 	Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
<p>Explore Possibilities</p> 	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
<p>Manage Career</p> 	Manage your career actively, make the most of opportunities and learn from setbacks.
<p>Create Opportunities</p> 	Create opportunities by being proactive and building positive relationships with others.
<p>Balance Life and Work</p> 	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
<p>See the Big Picture</p> 	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



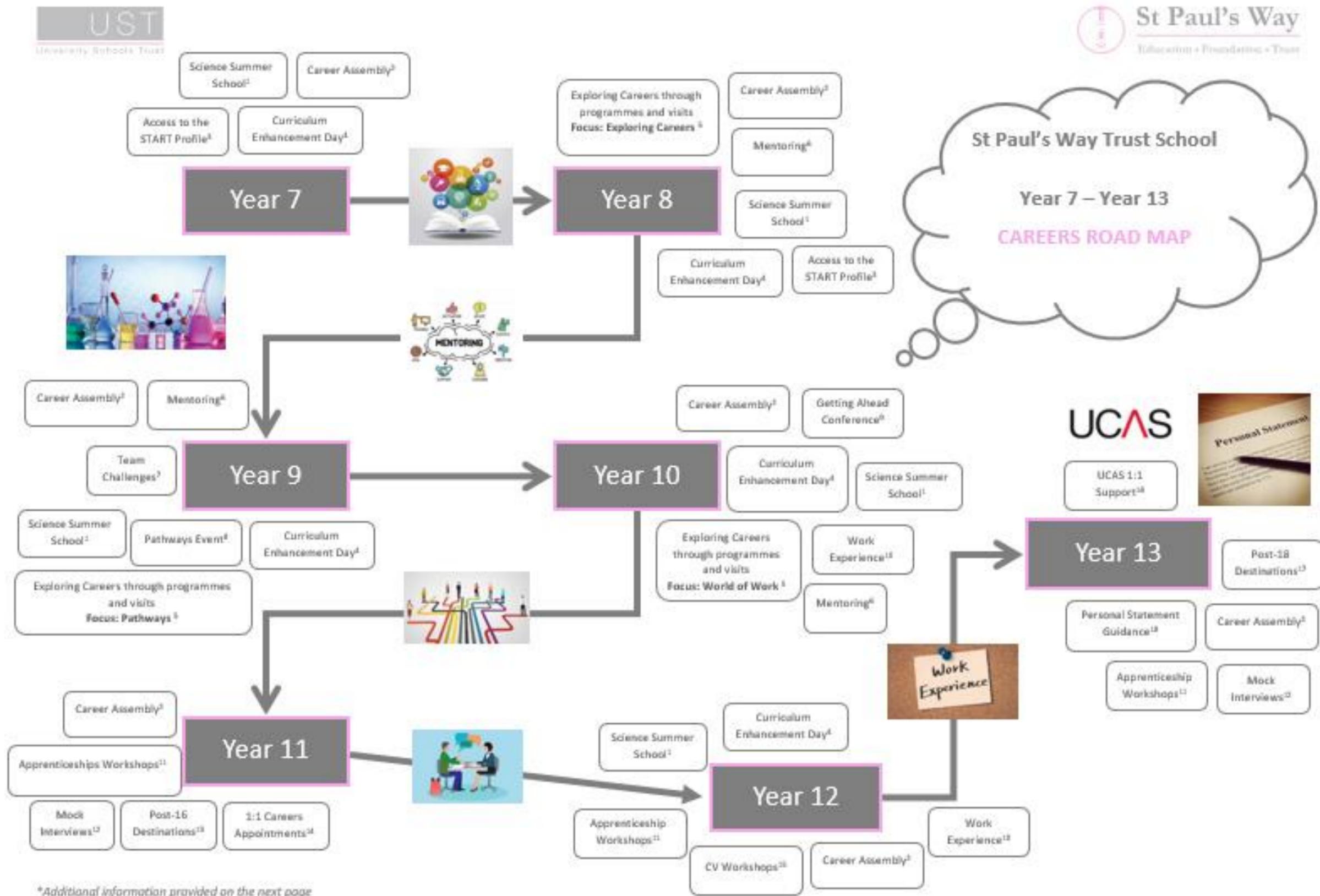
Student Entitlement Statement

All students at St Paul's Way Trust School are entitled to high quality careers education, information, advice and guidance. In school, we will provide you with a range of opportunities to:

- Develop aspirations through internal and external programmes and in-class learning.
- Be inspired through mentoring and engagement with external providers in the form of conferences, workshops and workplace visits.
- Succeed through work experience and preparation for your future beyond school.

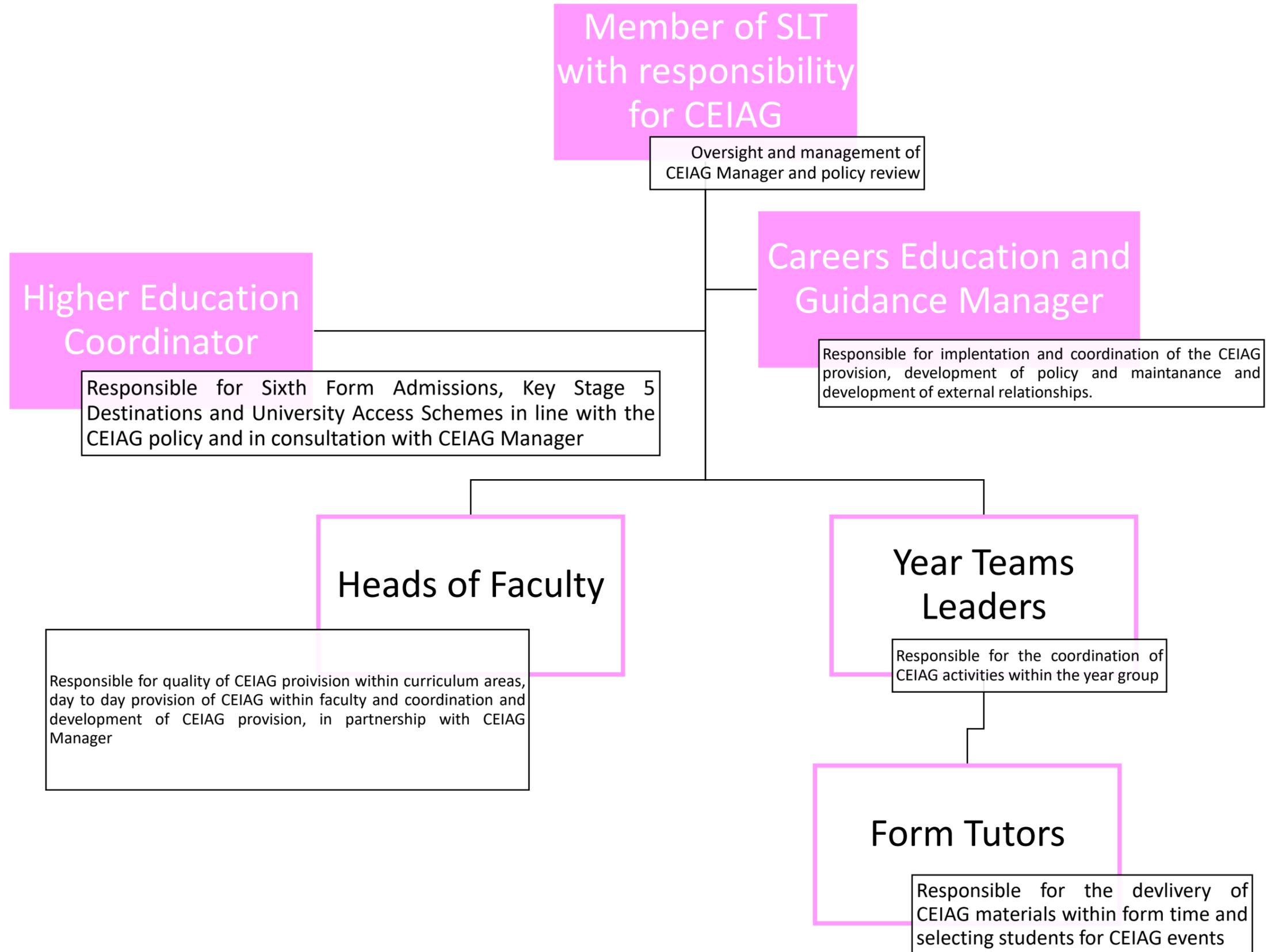
Students are to develop and reflect on their goals and use information obtained through the careers programme to help them make decisions about their future pathways and destinations.

All	At the end of your time at St Paul's Way Trust School, you will have:	<ul style="list-style-type: none"> • Had access to START (careers software) to actively use through Year 7 to Year 13 to track participation in careers activities, access useful career information and explore the range of career options available • Had access to the Careers Hub for impartial information, advice and guidance from the school's Careers Education and Guidance Manager • Had access to the Careers Library • Attended regular half-termly careers assemblies • Had the opportunity to participate in a careers-related session or workshop, either in-school or during an external visit 	<p>All parents and carers will:</p> <ul style="list-style-type: none"> • Have access to the school's careers programme • Take time to discuss with their child their aspirations and progress • Attend parents evening yearly to engage in their child's progress • Complete a parent questionnaire yearly to support the careers provision at SPWT • Have the opportunity to attend additional parent sessions to support success in Year 11 • Have the opportunity to attend the QMUL Year 9 Pathways event • Have the opportunity to attend the Science Summer School evening reception event • Encourage their child to utilise their START profile to track participation in careers activities, access useful career information and explore the range of career options available
KS3	At the end of Year 7, you will have:	<ul style="list-style-type: none"> • Identified their personal qualities, interests and strengths • Engaged in either Science Summer School or Curriculum Enhancement Day 	
	At the end of Year 8, you will have:	<ul style="list-style-type: none"> • Identified the skills that employers look for and understand the world of work • Engaged in 2 Science Summer Schools or Curriculum Enhancement Days 	
	At the end of Year 9, you will have:	<ul style="list-style-type: none"> • Engaged in 3 Science Summer Schools or Curriculum Enhancement Days • Attended the QMUL Pathways event • Attended Parents Evening to help inform decisions on GCSE options • Been provided with additional support on GCSE options through Parents Evening, career talks and a Pathways assembly • Made an informed decision about your GCSE options 	
KS4	At the end of Year 10, you will have:	<ul style="list-style-type: none"> • Completed a formal work experience placement to gain first-hand experience of the world of work • Engaged in 4 Science Summer Schools or Curriculum Enhancement Days 	
	At the end of Year 11, you will have:	<ul style="list-style-type: none"> • Had the opportunity to attend careers talks delivered by external speakers • Produced a CV and personal statement • Visited at least one college/sixth form open day or explored other Post-16 options • Had the opportunity to participate in a practice mock interview • Explored the available Level 3 and A-Level choices • Received a SPWT Post-16 Careers Guidance Handbook and Action Plan • Attended intervention classes set up by subject teachers (if allocated) • Attended Parents Evening to help inform post-16 decisions 	
KS5	At the end of Sixth Form, you will have:	<ul style="list-style-type: none"> • Completed a formal work experience placement to gain first-hand experience of the world of work • Engaged in either Science Summer School or Curriculum Enhancement Day • Had the opportunity to request a mock interview to support your applications • Had access to information on varied post-18 options such as, apprenticeships, during an assembly or sessions delivered by external visitors • Applied to university through UCAS with the support of the Higher Education Coordinator (if you intend to go to university) • Visited at least one university open day or explored other Higher Education choices • Attended enrichment sessions delivered in-school • Attended Parents Evening to help inform post-18 decisions 	



*Additional information provided on the next page

Event/Programme	Calendar	Description
Science Summer School ¹	July (Flying Start)	Hosted by Professor Brian Cox OBE, Science Summer School offers students an exciting and unique opportunity to explore the world of STEAM (Science, Technology, Engineering, Arts, and Mathematics) through TED-style talks by leading scientists and practical workshops. Students in Years 8, 9, 10, 11 and 13 will participate in either Science Summer School or Curriculum Enhancement Day.
Career Assembly ²	Termly	Assemblies delivered by our Careers Education and Guidance Manager can focus on Introduction to Careers, Employability, Pathways, Apprenticeships and more. We also invite and provide access to guest speakers from universities, charities and high-profile organisation to deliver a career-related assembly to students across each year group.
Access to the START Profile ³	All-Year Round	All students will have access to the START profile, a platform that will help them to make more informed decisions about future study and career options and support the transition from education to employment. Some useful areas for students to use on START include: <ul style="list-style-type: none"> - Job Profiles: includes information such as qualifications needed for a particular job role, interactive activities and live vacancies. It also uses the student's profile to let them know whether their skills/ratings match the job they are looking at. - What to Study: provides possible options and choices for future study - Where to Learn: a map-based search for colleges/universities as well as qualifications and subjects in certain areas - World of Work and Employability: Web links to websites/brand partners/articles
Curriculum Enhancement Day ⁴	July (Flying Start)	A variety of exciting trips are planned for students to get them to reflect on their future. Therefore, they will visit a university and/or an organisation for an introduction to higher education and/or employment. Please note, students in Years 8, 9, 10, 11 and 13 will participate in either Science Summer School or Curriculum Enhancement Day.
Exploring Careers through programmes and visits ⁵	Ad-Hoc	At St Paul's Way Trust School, we ensure that all students have the opportunity to participate in a careers-related session or workshop, either in-school or during an external visit. These are usually organised with our partner organisations such as, Morgan Stanley, Deloitte, The Prince's Trust and Skillsbuilder.
Mentoring ⁶	Termly	Mentoring programmes join students up with volunteers from a wide variety of careers/organisations to bolster their engagement in their classroom learning. Students are provided with the opportunity to work with a mentor on a variety of subject areas, ranging from soft skill development to support in GCSE options and post-16 pathways. Examples of mentoring programmes we provide our students with: Year 10 Access Mentoring (Deloitte) and Year 8 and 9 Mosaic Mentoring (The Prince's Trust).
Team Challenges ⁷	Termly	Challenge programmes are designed to raise aspirations and provide opportunities for students to work in teams, supported by volunteer coaches/mentors, to come up with a range of creative and viable business/enterprise ideas to pitch to a panel of judges. Examples of Challenges that the school have been involved in include: The TMT Challenge (Deloitte), Enterprise Challenge (The Prince's Trust), The Schools Challenge (Imperial College London and J.P. Morgan)
Pathways Event ⁸	TBC	SPWT is committed to ensuring that students in Year 9 are given tailored advice and guidance on choosing their Key Stage 4 Pathway in a manner that extends thinking to future careers and ambitions. The Pathways event is designed to provide parents and students with the opportunity to prepare for this important milestone in their careers.
Getting Ahead Conference ⁹	June (Flying Start)	Delivered by the Tower Hamlets Education Business Partnership, the Getting Ahead Employability Conference involves volunteers helping students in Year 10 to work through various activities, covering key skills and employability concepts such as employer expectations, applying for a job, creating CVs and interview skills.
Work Experience ¹⁰	March – Year 12 May – Year 10	As part of St Paul's Way Trust School's robust careers programme, and in line with Gatsby Benchmark 6, all students will take part in work experience in both Year 10 and Year 12. Our students have previously gained placements at: Morgan Stanley, NHS, Queen Mary University of London and Bank of America. Students are supported in their work experience journey by industry experts and corporate volunteers.
Apprenticeships Workshops ¹¹	All-Year Round	The Apprenticeship Support and Knowledge for Schools and Colleges programme (ASK), funded by the National Apprenticeship Service and part of the Department for Education, is designed to provide schools with support to develop and transform how students think about apprenticeships. At St Paul's Way Trust School, we run apprenticeship focus groups for Year 11 students interested in pursuing an apprenticeship and also provide all students with apprenticeship awareness assemblies.
Mock Interviews ¹²	Ad-Hoc	At St Paul's Way Trust School, we understand the importance of preparing our students for the demands of working life. Many students are invited to interviews when applying to sixth form/college/university and the vast majority of students will be invited to a job interview in the future. Therefore, we invite employers and business volunteers into the school to hold one-to-one or group interviews which resembles a real interview.
Post-16 Destinations ¹³	All-Year Round	In Year 11, students think about and choose where they want to go to next. Post-16 education and further education includes all post-16 learning, including vocational training and work-based learning for example, apprenticeships.
1:1 Careers Appointments ¹⁴	Ad-Hoc	All students in Year 11 are entitled to the opportunity to meet with a qualified and professional careers adviser for tailored and impartial information, advice and guidance on Post-16 study options and next steps.
CV Workshops ¹⁵	Ad-Hoc	We work with our partners to provide our students with support on building a CV to match their aspirations, interests and existing skills. Students are given resources and guidance on what makes a good CV.
UCAS 1:1 Support ¹⁶	Autumn Term	All of our Year 13 students have the opportunity to apply to university through UCAS with the one to one support provided by our Higher Education Coordinator.
Post-18 Destinations ¹⁷	Ad-Hoc	In Year 13, students think about and choose where they want to go to next. Post-18 options include going to university, completing an apprenticeship, going into a job with training, or completing an internship.
Personal Statement Guidance ¹⁸	Ad-Hoc	We work with our partners to provide our students with support on writing a personal statement/cover letter to match their aspirations, interests and existing skills. Students are given resources and guidance on what makes a good personal statement.



Policy Aim and Ethos

This policy statement sets out St Paul's Way Trust School's arrangements for managing the access of providers to pupils 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. This policy exists as an extension of St Paul's Way Trust School's **Careers Education Information Advice and Guidance (CEIAG) Policy**.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access.

Pupil Entitlement

All pupils in years 7-13 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;
 - 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;
 - Understand how to make applications for the full range of academic and technical courses.
- Management of provider access requests.



A number of events, integrated into St Paul's Way Trust School's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Year Group Focus	Autumn Term	Spring Term	Summer Term
Year 7 Introduction to Careers	✓ Assemblies	✓ Assemblies	✓ Assemblies
Year 8 Exploring Careers	✓ Assemblies	✓ Assemblies	✓ Science Summer School (STEM) ✓ Curriculum Enhancement Day (Pathways) ✓ Assemblies
Year 9 Pathways and Opportunities	✓ Pathways Focus ✓ Assemblies	✓ Assemblies ✓ Parent's Evening	✓ Science Summer School (STEM) ✓ Curriculum Enhancement Day (Pathways) ✓ Assemblies
Year 10 Understanding the World of Work	✓ Assemblies	✓ Parent's Evening ✓ Assemblies	✓ Work Experience ✓ Mock Interviews ✓ Science Summer School (STEM) ✓ Curriculum Enhancement Day (Pathways) ✓ Assemblies
Year 11 Post-16 Destinations	✓ Post-16 Advice and Guidance ✓ Mock Interviews ✓ Assemblies	✓ Post-16 Advice and Guidance ✓ Parent's Evening ✓ Assemblies	✓ Post-16 Advice and Guidance ✓ Assemblies
Year 12 Exploring Post-18 Options	✓ Assemblies	✓ Work Experience ✓ Parent's Evening ✓ Assemblies	✓ Science Summer School (STEM) ✓ Curriculum Enhancement Day (Pathways) ✓ Assemblies
Year 13 Post-18/Higher Education	✓ Post-18 Advice & Guidance ✓ Mock Interviews ✓ Assemblies	✓ Post-18 Advice and Guidance ✓ Mock Interviews ✓ Parent's Evening ✓ Assemblies	✓ Post-18 Advice and Guidance ✓ Assemblies

A provider wishing to request access should contact:

Kawtar El Ouaraini, Careers Education and Guidance Manager

Telephone: 0207 987 1883 ext. 131

Email: kawtarelouraini@spwt.net or careers@spwt.net

A brief description of some of our opportunities for access are provided below:

Event/Programme	Calendar	Description
Assemblies	Termly	Assembly dates for provider access are overseen and coordinated by the SLT member with management responsibilities for the CEIAG provision. The coordination of the themes for these assemblies is a responsibility of the CEIAG Manager, in collaboration with the Higher Education Coordinator. Due to COVID restrictions, assemblies will be pre-recorded and shown to students as a video presentation during afternoon tutor time. Please see below the assembly schedule.*
Science Summer School	July <i>(Flying Start)</i>	Hosted by Professor Brian Cox OBE, Science Summer School offers students with an exciting and unique opportunity to explore the world of STEAM (Science, Technology, Engineering, Arts, and Mathematics) through TED-style talks by leading scientists and practical workshops. Students in Years 8, 9, 10, 11 and 13 will participate in either Science Summer School or Curriculum Enhancement Day.
Curriculum Enhancement Day	July <i>(Flying Start)</i>	A variety of exciting trips are planned for students across the school. These trips are designed to get students to reflect on their future and, therefore, will visit a university and/or an organisation for an introduction to higher education and/or employment. Please note, students in Years 8, 9, 10, 11 and 13 will participate in either Science Summer School or Curriculum Enhancement Day.
Work Experience	Feb – Year 12 Apr – Year 10 (X) Jun – Year 10 (Y)	As part of St Paul's Way Trust School's robust career programme, and in line with Gatsby Benchmark 6, all students will take part in work experience in both Year 10 and Year 12. Our students have previously gained placements at: Morgan Stanley, NHS, Queen Mary University of London and Bank of America. Students are supported in their work experience journey by industry experts and corporate volunteers.
Mock Interviews	Ad-Hoc	At St Paul's Way Trust School, we understand the importance of preparing our students for the demands of working life. Many students are invited to interviews when applying to sixth form/college/university and the vast majority of students will be invited to a job interview in the future. Therefore, we invite employers and business volunteers into the school to hold one-to-one or group interviews resembling a real interview.

*Provider access will be granted for a pre-recorded assembly provided that there is availability during tutor time. Assemblies should last between 10 – 15 minutes and be sent to the CEIAG manager at least one week in advance of the scheduled pre-recorded assembly date.

Dates for additional access for ad hoc workshops and events are coordinated by the CEIAG Manager, in collaboration with year teams and faculties.

The provider access dates for the 2021-22 academic year are outlined below:

	Autumn Term (w/b 18/10)	Spring Term (w/b 07/03)	Summer Term (w/b 09/05)
Year 7	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities	Careers Week: Understanding Labour Market Information and Future Trends
Year 8	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities	Careers Week: Understanding Labour Market Information and Future Trends
Year 9	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities	Careers Week: Understanding Labour Market Information and Future Trends
Year 10	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities: Post-16 Options	Careers Week: Understanding Labour Market Information and Future Trends
Year 11	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities: Post-16 Options	Careers Week: Understanding Labour Market Information and Future Trends
Year 12	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities: Post-18 Options	Careers Week: Understanding Labour Market Information and Future Trends
Year 13	Becoming a Successful SPWT Graduate	Identifying Key Skills & Qualities: Post-18 Options	Careers Week: Understanding Labour Market Information and Future Trends

Please note: The pre-recorded assembly does not have to be the exact theme as above. Themes and suitability for the Key Stage can be discussed further.

Premises and Facilities

All assemblies will be pre-recorded and shared during tutor-time. All tutor classrooms have access to a projector and a sound system.

For events or workshops, please discuss requirements with the CEIAG Manager. All classrooms have access to a projector and sound system. The capacity of rooms varies from 10 students to 70 students depending on availability and requirements.

To book an ad hoc event or workshop, please contact the CEIAG Manager at least 8 weeks before the proposed date of the event.

If you are a provider who wishes to leave a copy of your prospectus or other relevant resources please discuss with the Careers Manager to make arrangements for a space in the Careers Library, which is managed by the Careers Manager and School Library Manager.

Appendix 6 – Review and Evaluation Guidance

The purpose of the evaluation system is to provide St Paul's Way Trust School students with opportunities that most closely reflect the aims of the CEIAG strategy. Events organized should, broadly, be capable of fitting into the "Transform, Inspire, Succeed" programme, as outlined in the CEIAG Policy.

This document, therefore, outlines the assessment and evaluation guidelines following a CEIAG event. These guidelines should be followed whether an event has been organised directly by the CEIAG Manager or another member of staff.

NB: The CEIAG team must be notified of a trip/event, via email, if it concerns CEIAG, including HE engagement. This notification is vital to ensure that CEIAG trackers can be updated t

1. Immediately following an event, the lead member of staff must complete the teacher evaluation survey (page 2)
2. Within a week of the event, 20% of the attending students must complete the student survey (page 3). A minimum of 5 students must provide feedback. The survey is a template for staff to edit as they see fit but the survey must include a focus on the relation between the event and subject curriculum or the students' wider understanding of careers.
3. Once the surveys have been completed, they must be sent to the CEIAG manager for review. This review will assess the events impact, with the event then being RAGed.
 - Red = Event showed little impact/usefulness and will not be run again
 - Amber = Event showed impact/usefulness but could be edited to have a much better impact on students
 - Green = Event can run again as is
4. In the termly CEIAG review the classifications for events will be shared with relevant staff via an impact report:
 - In the case of a red event, the motivation behind the event will be discussed and this will be the brief for finding a more suitable event in future
 - In the case of an amber event, improvements will be discussed which will (in turn) be discussed with the provider. If change cannot be accommodated by the relevant organization, a new provider will be sought for a similar event.
 - In the case of a green event, the event will be confirmed for the following academic year.
5. Targets relating to the general careers programme will be established following CEIAG reviews.

Appendix 7 – Feedback Forms for Students, SPWT Staff and Employers/Activity Providers

Students:



Careers Events and Programmes Feedback - Students

At St Paul's Way Trust School we are committed to providing all learners with access to high quality careers information, advice and guidance. Your feedback is important to us!

*Required

Full Name and Form (Optional)

Your answer _____

Name of Event/Programme *

Your answer _____

1) How much did you enjoy the careers experience? *

- Did not enjoy
- Neutral
- Enjoyed
- Really Enjoyed

2) To what extent has your understanding of careers increased? *

- Has not increased
- Increased a little
- Increased a lot

3) How much impact has this experience had on your career aspirations? *

- No impact
- A little impact
- A lot of impact

4) What 3 things have you taken from this experience? *

Your answer _____

5) What would you suggest is improved for future events like this? *

Your answer _____

Further Comments (Optional)

Your answer _____

Thank you for completing this feedback form.



St Paul's Way Trust School Staff:



St Paul's Way

Education • Foundation • Trust

Careers Events and Programmes Feedback - Staff

At St Paul's Way Trust School we are committed to providing all learners with access to high quality careers information, advice and guidance. Your feedback is important to us!

*Required

Full Name (Optional)

Your answer _____

Name of Event/Programme *

Your answer _____

1) How much do you think the students enjoyed the careers experience? *

- Did not enjoy
- Neutral
- Enjoyed
- Really Enjoyed

2) To what extent do you think the student's understanding of careers has increased? *

- Has not increased
- Increased a little
- Increased a lot

3) How much impact do you think this experience has had on the student's career aspirations? *

- No impact
- A little impact
- A lot of impact

4) What 3 things do you think the student's have taken from this experience? *

Your answer _____

5) What would you suggest is improved for future events like this? *

Your answer _____

Further Comments (Optional)

Your answer _____

Employers/External Providers:



Careers Events and Programmes Feedback - Employers

At St Paul's Way Trust School we are committed to providing all learners with access to high quality careers information, advice and guidance. Your feedback is important to us!

***Required**

Full Name (Optional)

Your answer

Email Address (Optional)

Your answer

Organisation *

Your answer

Name of Event/Programme *

Your answer

1) How much did you enjoy working with St Paul's Way Trust School students? *

- Did not enjoy
- Neutral
- Enjoyed
- Really Enjoyed

2) How engaged were St Paul's Way Trust students during the event/programme? *

- Not engaged
- Slightly engaged
- Very engaged

3) To what extent do you think our student's understanding of careers increased? *

- Has not increased
- Increased a little
- Increased a lot

4) How much impact do you think this experience has had on the student's career aspirations? *

- No impact
- Little impact
- A lot of impact

5) What would you suggest is improved for future events/programmes like this? *

Your answer

Further Comments (Optional)

Your answer

Thank you for completing this feedback form.

Appendix 8 – Gatsby Benchmarks

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers up to and including the age of 14.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Each student must have this opportunity at least once per academic year.
6. Experiences of workplaces	Every pupil will 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. Students should complete one work experience placement in Year 10 and another in Year 12.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic and vocational routes and learning in schools, colleges and/or universities. Each student must have this opportunity at least once per academic year.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, provided they are trained to an appropriate level. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.