



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

Audience	Governors, Staff, Parents and Students
Date of renewal / updates / review	Annually
Named person responsible for monitoring	Head of Progression & Independent Learning
Agreed by Quality Assurance Committee	27 November 2014
Agreed by Governing Body	4 December 2014

Overall Aims

Our programme is based on the Association for Careers Education and Guidance (ACEG) 2012 Careers and Work-Related Education Framework. We recognise that we have a duty to provide impartial and independent careers education, information, advice and guidance (*1997 and 2008 Acts, 2009 Skills Act, 2011 Education Act*). This includes a statutory duty to provide external and impartial careers guidance in Years 8-13 and promote the best interests of the pupils to whom it is given (*The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 - Statutory Guidance 2014*). We are committed to the United Nations Convention on the Rights of the child and particularly endorse:

- Article 12: respect for the views of the child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 29: goals of education – Education must develop every child's personality, talents and abilities to the full.

Additionally, we ensure that our programme of careers education and guidance includes information on 16-18 education or training, including apprenticeships and other work-based education and training options. (*The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 - Statutory Guidance 2013*)

All this is designed to help our students make the most of themselves and their opportunities so they can progress positively after leaving school/college. In particular, our programme 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, advice and guidance
- 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

Detailed aims and associated outcomes are attached at Annex A which are used as the basis for evaluation. This policy complements, and should be read in conjunction

