



**Careers Education Information Advice & Guidance (CEIAG) Policy
(including Provider Access)**

Our plan for education to understand the world and change it for the better	
CURRICULUM Who we are	<p>Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.</p>
INCLUSION What we do	<p>Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.</p>
COMMUNITY How we work	<p>Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.</p>

Michelle Springer
Governors Learning & Achievement
Approved by Governors May 2019
Date of Review May 2020

Modern careers guidance is as much about inspiration and aspiration as it is about advice. Careers education, information, advice and guidance (CEIAG) makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life in order to help them to make a successful transition to adulthood. This includes supporting young people to achieve their full potential; empowering young people to plan and manage their own futures; providing comprehensive information on all options; raising aspirations; promoting equality, diversity, social mobility and challenging stereotypes, whilst enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

Schools also have a statutory duty to secure independent and impartial careers guidance for Years 8-13. This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

Commitment

Thomas Tallis School is committed to:

- achieving a range of outcomes for young people including the careers and work-related outcomes outlined in the CDI Framework as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.
- maximising benefits for students by using a whole school approach involving parents, carers, employers and other relevant local agencies.
- ensuring that our CEIAG advice is presented in an impartial manner and includes information on the range of education or training options, including apprenticeships and other vocational pathways

Links with Other Policies

This policy supports, and is underpinned by, the School's on-going policies for teaching and learning, assessment, PSHE, equal opportunities, health and safety and special needs.

Objectives

Students are entitled to careers education, information, advice and guidance that is impartial and advice and guidance that is confidential. The programme promotes equality of opportunity, inclusion and diversity and cover the needs of both groups and individuals.

Minimum Entitlement in CEIAG for a student at Thomas Tallis School

By the time a student reaches the end of year 13 they can expect the following input relating to CEIAG;

- At least 6 meaningful employer contacts
- At least one visit to a place of further or higher education
- One formal mock interview
- Careers Advisor support through workshops, drop-ins, assemblies and general and bespoke careers information
- To be offered at least one formal one-to-one careers guidance interview
- Support via the tutorial and PSHCE programme
- To find out about technical education 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 attend at least two careers or progression fairs
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.

- Fast Tomato access to assist on planning potential career pathways
- Understand how to make applications for the full range of academic and technical courses

Implementation

Leadership and Management

Leadership and management of CEIAG is secured through the following;

- Deputy Head Learning and Achievement: has strategic responsibility for achievement, progression and destinations
- Director of Guidance: has strategic responsibility for the CEIAG programme and co-ordinates the day to day delivery of the careers programme.
- The Head of Sixth Form also works with the Director of Guidance on the PSHE and CEIAG programme in the sixth form.
- There is also a link Governor *[hopefully]*

Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. This includes careers links through taught subjects, careers related support and advice as tutors and referring to the Careers advisor as and when necessary.

Curriculum

The careers programme includes careers education lessons (delivered via PSHE and morning registration), careers related activities (including visits, conventions, trips, etc), careers guidance (groups and individual), work related learning, information provision and events (such as the Oxbridge Conference).

Partnerships and Providers

The School works with a range of partners to deliver the careers programme, including employers, higher and further education providers, parents and external careers provision.

Management of provider access requests

A provider wishing to request access can contact one of the following people:

- Ms Michelle Springer, Director of Guidance mspringer@thomastallis.org.uk
- Mr Jon Bradshaw, Head of Sixth Form, jbradshaw@thomastallis.org.uk
- Mr Ashley Tomlin, Deputy Head Teacher atomlin@thomastallis.org.uk
- Ms Maggie Shields, Business Director mshields@thomastallis.org.uk

A number of events, integrated into the school Careers programme, will offer providers an opportunity to come into school to speak to pupils and / or their parents e.g. annual Year 8 Careers Fair held in the Autumn Term, Year 10 Directions Day held in the Summer Term and other events that come up as the year progresses.

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 Director of Guidance or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature for the school library, careers office and

Resources

Funding is allocated for careers to cover internal needs and access to information (electronic and hard copy), CPD opportunities and commissioning of external sources. The School will also provide designated space for confidential individual guidance, group sessions and research to ensure the successful implementation of this policy.

Staff Development

A dedicated careers advisor provides one-to-one and group careers guidance. This person is employed through Prospects, an independent careers provider. The development of this member of staff is the responsibility of Prospects but is supplemented by the school in areas that we deem important for our own context.

Other members of staff are developed through attendance at careers events linked to their own subject area. This is at the discretion of each individual faculty.

Monitoring, Review and Evaluation

This policy will be reviewed every two years by the Director of Guidance in conjunction with the Senior Leadership Team. Aspects of the careers programme are regularly evaluated by the students, employers/volunteers and parents.