Careers Education, Information, Advice and Guidance Policy

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1.0 Vision

1.1 Eat That Frog seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.

1.2 Eat That Frog 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.

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 schools, and guidance for further education colleges and sixth form colleges'. (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 1of this policy

2.4 All members of staff at Eat That Frog 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 a Careers Advisor.

2.5 It is important therefore that when students leave Eat That Frog they are 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 receive a stable careers programme
3.1.2 To enable all students to learn from career information provided and the 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 Group Responsibilities

4.1 Eat That Frog has a series of statutory duties:

4.1.1 All students must have the opportunity to receive independent careers advice

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 all students to access information on education and training providers in order to inform them about approved technical qualifications or apprenticeships

4.1.6 Eat That Frog must have a clear policy setting out the manner in which providers will be given access to students and this must be published

4.2 Eat That Frog will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1

4.3 Eat That Frog 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 Eat That Frog 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 Eat That Frog (eg. Ofsted)

5.0 Director Responsibilities

5.1 The Directors will ensure that Eat That Frog 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 Eat That Frog's legal requirements

5.2 The Directors will ensure that arrangements are in place to allow a range of educational and training providers to access students.

5.3 There will be a member of the senior leadership team who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

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6.1 Introduction - This section of the policy sets out Eat That Frog's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with the provider access legislation that came into force from January 2023.

6.2 All students in year 12 or 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

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 Eat That Frog in order to gain access to students and/or parents/carers to inform them about further opportunities

6.4 Eat That Frog 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 Directors 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 employer, student and parent/carer survey;

7.2.2 Feedback from external visitors such as Ofsted

7.3 The Directors of Eat That Frog will review this policy annually.

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The Gatsby Benchmarks **Appendix 1**

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 pupils, parents, teachers and employers to access and understand it. ? The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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 pupils 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 student. A school's careers programme should	? A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

	embed equality and diversity considerations throughout.	▯ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ▯ All pupils should have access to these records to support their career development. ▯ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4.Linking curriculum learning to careers	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.	▯ By the age of 14, every pupil 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.
5.Encounters with employers and employees	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, mentoring and enterprise schemes.	▯ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn 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 pupil 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 pupil should have had one further such experience, additional to any part-time jobs they may have.

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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 pupil 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 pupils. ? By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student 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.	? Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

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Application for Provider Access **Appendix 2**

Introduction

This document sets out Eat That Frog's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with the provider access legislation that came into force from January 2023.

Rationale

High quality careers education and guidance in school or college 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.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Eat That Frog is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Eat That Frog is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Eat That Frog endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Eat That Frog's policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

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To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Eat That Frog fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. Eat That Frog will comply with the new legal requirement to put on at least two annual encounters with providers of approved technical education qualifications or apprenticeships.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager Sean Westlake based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Eat That Frog is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Hannah Rendle, Careers Leader. Hannah Rendle may be contacted by telephone or email, hannah.rendle@eatthatfrog.ac.uk , Tel 01803 551551.

Grounds for granting requests for access

Access will be given for providers to attend during timetabled Careers sessions that Eat That Frog is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Eat That Frog.

Details of premises or facilities to be provided to a person who is given access

Eat That Frog will provide an appropriate room to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader and Business Mangers will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Team who will facilitate.

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Live/Virtual encounters

Eat That Frog will consider live online encounters with providers where requested, and these may be broadcast into classrooms. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Sean Westlake, email: sean.westlake@eatthatfrog.ac.uk

Sean Westlake will raise the complaint to Ian Powell the Managing Director of Eat That Frog.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the senior Leadership Team.

Providers

Providers who have been invited into Eat That Frog to date include:

South Devon College

City College Plymouth

Exeter College

Skills Group

Destinations

Destinations of previous students from Eat That Frog include:

City College Plymouth

Exeter College

South Devon College

Skills Group

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Policy Reviewed: April 2025

Date	Page	Details of the change	Agreed by
Date of next review March 2024	10	Updated director name under complaints procedure	
Apr 2024		Reviewed and updated under complaints procedure with new Dir name	Board April 24
Apr 2025		Updated providers and destinations of learners	Board April 25