

Reviewed on:	January 2025
Reviewed by:	Alison Goode
Date of next review:	January 2027



Career Education Information Advice and Guidance Policy

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1.0 Rationale

Exceptional Ideas Ltd. recognises that all students can make a major contribution to society. Exceptional Ideas Ltd. has a significant responsibility in ensuring that students are fully prepared and provided with the information and the opportunities required to achieve this. All students will have access to a progressive programme of activities to enable them to develop self-awareness, study skills, opportunities awareness and employability skills based on their interests that will aid them to identify and follow a sustainable career path.

2.0 Commitment

Exceptional Ideas Ltd. is committed to ensuring that our transition programme is accessible for all students to provide them with careers education and information as well as access to careers advice and guidance. Exceptional Ideas Ltd. acknowledges our statutory duty for careers education, information advice and guidance (CEIAG) and to achieve this follows the national **Careers Strategy: Making the Most of Everyone's Skills and Talents (DfES, 2017)** and **Careers Guidance and Access for Education and Training Providers Statutory Guidance for Governing Bodies, School Leaders and School Staff (DfES, 2023)**

3.0 Links with Other Policies

This policy supports and is underpinned by key school policies and, as such, all staff involved in the delivery of the transition programme will work within the limits of these. These policies are:

- Curriculum Policy
- Enrichment Policy
- Data Protection and Privacy Policy
- Child Protection and Safeguarding Policy
- Educational Visits Policy
- Individual Education Plan Policy
- Lone Working Policy
- Provider Access Policy

4.0 Objectives

Exceptional Ideas Ltd. aims to meet the following objectives in line with the eight Gatsby benchmarks of good career guidance:

1. To plan and provide a stable careers programme for our learners.
2. To expose students to relevant labour market information (LMI).
3. To address the needs of all students.
4. To link curriculum learning to careers.
5. To provide opportunities for student to encounter employers and employees.
6. To support students to obtain work experience placements in Year 10.
7. To provide opportunities for students to encounter further and higher education.
8. To provide personal guidance to students on careers education.

5.0 Learner Entitlement

All students will receive different levels of careers education, information, advice and guidance at a variety of stages throughout their secondary education.

Key Stage 3

All Key Stage 3 students will have a minimum of two opportunities to access information about different providers of technical education and apprenticeships. This will be covered through:

Year 7

- Opportunities to attend career events such as talks and visits.

Year 8

- Opportunities to attend career events such as talks and visits.
- **Half termly** transition lessons to explore career aspirations.

Year 9

- Opportunities to attend career events such as talks and visits.
- **Weekly** transition lessons to further explore aspirations, develop exam and employability skills, research opportunities for further education and improve independence.

Key stage 4

All Key Stage 4 students will have a minimum of two **further** opportunities to access information about different providers of technical education and apprenticeships. This will be covered through:

Year 10

- As Year 9, plus preparing for exams, planning and completing work experience.

Year 11

- As year 9, plus visits to further and higher education providers, developing independent study skills and applying for further education.
- Aspiration work to address any outstanding issues or concerns about transition or the future.

6.0 Management and Delivery

The CEIAG arrangements for management and delivery are as follows:

Director Responsible: overall responsibility for the careers education and transition programme.

Hazel Bunting

Careers Lead: leadership, quality assurance and day to day running of the career education and transition programme

Alison Goode

Transition Coordinators: monitoring, review of and intervention into student transition plans and arrangements, delivery of Year 11 aspiration lessons

Primrose Hill School: Daniella Beswick

Brook View School: Lia Begum

Teaseldown School: Maisie Cook

Transition Teachers: delivery of transition lessons for Years 8 - 10

All student mentors

7.0 Career Advice

All career advice is provided during impartial 1:1 sessions with a SEND Careers Adviser from Essex County Council. The SEND Careers Adviser will continue to work with our students as they progress through further and higher education. This will usually be delivered on an annual basis from Year 9 unless further intervention is required.

8.0 Scheme of Work

The planned scheme of work for lessons from Year 9 is:

Year & HT	Topic
9.1	Aspirations
9.2	Personal skills
9.3	Work rights and responsibilities
9.4	Money matters
9.5	Exam Environment, self and community awareness
9.6	Opportunities awareness
10.1	Exam Skills
10.2	Completing exam papers
10.3	Preparing for work
10.4	Planning work experience
10.5	Applying for work and impacts on careers
10.6	Completing work experience
11.1	Mock exam preparation
11.2	Applying to college

Lessons from Year 11.3 onwards will be needs based and a bespoke plan will be created to address specific areas.

Plans may not always work consistently to the Year / HT. Although Transition Coordinators will aim to schedule the lesson plans as above, delivery of these plans may change when a student joins Exceptional Ideas Ltd. **after** Year 9 or due to the priorities for their learning and development.

We encourage the cross-curricular learning of careers within the English, Maths and Science curriculum by the addition of careers objectives (highlighted in green text) that link to the lesson. This is designed to encourage understanding of the

importance of the subject in relation to specific jobs and / or the development of transferable skills.

9.0 Review of Transition Arrangements

Transition arrangements for students are reviewed on a 10-weekly basis as part of a rolling review programme. During the weekly meeting of the TAT Team (consisting of the Transition Lead, Assessment Lead and Therapeutic Lead) a student will have the following reviewed and discussed:

- Any transition feedback from the student's transition teacher
- Transition action plan reviewed and discussed
- Social skills and PSD levels updated with any outstanding that need to be targeted
- Educational progress
- Planned therapeutic work required
- Any barriers to learning, social skills or general difficulties the student is experiencing identified and the impact of this on their future transition plans
- Proposed next lesson plan or content for aspiration plans (11.3 onwards)

10.0 Teaching, Learning and Assessment

All learning from transition lessons is Red, Amber, Green (RAG) assessed for the level of understanding a student shows at the end of each lesson. Transition lesson plans have also been designed to identify any links to social skills and PSD levels and to monitor the level of independence demonstrated in completing tasks that the lesson involves.

11.0 Engagement of Stakeholders and Partners

Exceptional Ideas Ltd. recognises that there are a number of potential stakeholders involved in an individual student's transition arrangements and the need for appropriate communication with all relevant parties to provide a seamless transition for students to the next phase of their education. We identify these stakeholders as:

Parents / guardians / carers

Careers support agencies

Employers

Other learning providers

Local authority

Social care

Management of Access to Students (The 'Baker Clause')

Exceptional Ideas Ltd is keen to support students to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers. We encourage contact from these providers through the use

of the Provider Access Policy on our website as well as through research and visits during transition lessons and careers events.

12.0 Monitoring and Review

Reviewing the Transition Programme

The transition programme will be reviewed annually by the Transition Team, through regular auditing of lessons by the Senior for Safeguarding and Transition and as part of the annual strategic review.

Review of Student Destinations

Data on planned student destinations is recorded in each individual school admission book. From 2024, a form will be completed during a study leave discussion, requesting that the student confirms agreement to be contacted about their destinations for three years after leaving school and the contact details to be used to collect this data. The decision regarding any contact should be impartial and made by the student only. Data will be recorded on a spreadsheet and retained on the cloud.