



## **Greig City Academy**

### **Careers Education Information Advice and Guidance (CEIAG)**

#### **Access Policy Statement**

**2024 - 2025**

<b>Written by</b>	<b>Mrs Maureen Arhagba</b> Careers Leader & Head of Faculty, Work Related Learning		
<b>To be reviewed by</b>	Teaching and Learning Committee, Greig City Academy Governing Body	<b>Date</b>	<b>03/12/2024</b>
<b>To be adopted by</b>	Governing Body Greig City Academy	<b>Date</b>	<b>05/02/2025</b>
<b>Next Review by</b>	Governing Body, Greig City Academy	<b>Date</b>	<b>October 2025</b>

Greig City Academy  
Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

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### Careers Leader Details:

#### **Mrs. Maureen Arhagba**

*Careers Leader & Head of Faculty, Work-Related Learning*

*Email: [marhagba@greigcityacademy.co.uk](mailto:marhagba@greigcityacademy.co.uk)*

Mrs. Maureen Arhagba is responsible for the strategic oversight and implementation of the school's Work-Related Learning (WRL) programmes. This includes comprehensive management of Work Experience (WEX), Careers Education, Information, Advice and Guidance (CEIAG), Enterprise initiatives, and Careers in STE(A)M. Her role ensures that all students receive high-quality, tailored career support aligned with the Gatsby Benchmarks.

### Careers Guidance

Delivered through both independent and internal advisers, ensuring compliance with Gatsby Benchmark 8, which emphasises personal guidance.

### Enterprise Coordination

#### **Enterprise Coordinator**

Shelomy Selvaraj, Central London Careers Hub, assigned by Reed in Partnership.

#### **Enterprise Adviser**

[To Be Confirmed], assigned by Reed in Partnership.

*Mrs. Arhagba is committed to fostering a dynamic and supportive environment where every student can explore their career aspirations and achieve their full potential.*

# 1. Introduction

## Purpose of the Policy

The purpose of this Careers Policy is to provide high-quality careers education, information, advice, and guidance (CEIAG) to all students. We aim to equip students with the knowledge and skills necessary to make informed decisions about their future career paths. This policy acknowledges the importance of workplace experiences as a critical element in career exploration, aligning with the principles of Gatsby Benchmark 6. Students will be given opportunities to participate in hybrid and virtual work visits, work shadowing, and/or work experience to help them explore career opportunities and expand their networks in a modern workforce context.

## Scope

This policy applies to all students at Greig City Academy, including those with Special Educational Needs and Disabilities (SEND), from Year 7 through Year 13.

## The Importance of Practical Experience in Career Development

In today's rapidly changing job market, it is essential for students to acquire not only academic knowledge but also practical experience that prepares them for future careers. Our careers policy recognises the importance of providing diverse work experience opportunities that cater to the varied interests and aspirations of our students. Given the shift towards more flexible working environments, every student will have the opportunity to gain first-hand experiences of the workplace through hybrid and virtual work visits, work shadowing, or direct work experience. These experiences will reflect the current mode of modern workforces, offering a broader understanding of remote, virtual, and hybrid work environments. This includes hybrid work experiences that combine remote and hybrid engagement, and insight days that offer a snapshot of various industries. By equipping students with the skills, knowledge, and confidence needed to navigate their career paths, we aim to foster a workforce that is adaptable and well-prepared for the demands of the modern economy.

# 2. Visions and Values

Our Careers Education, Information, Advice, and Guidance (CEIAG) policy is deeply rooted in our long-term vision and core values. We are committed to empowering our students by unlocking their potential, raising their aspirations, and enhancing their life opportunities. This policy reflects our dedication to providing high-quality, personalised careers guidance that supports each student in achieving their fullest potential and preparing them for a successful future. In response to changes in the modern workforce, we are committed to providing students with hybrid and virtual work experiences, ensuring that by the age of 16, every student will have had at least one experience of a hybrid or virtual workplace, additional to any part-time jobs they may have. By the age of 18 or before the end of their study programme, every student will have had at least one more experience of a hybrid or virtual workplace. Our vision is to empower every student to become a confident, informed, and skilled individual ready to embark on their chosen career paths. We value diversity in work experience, believing that exposure to various industries and work environments enriches students' understanding of the world of work.

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Our commitment to providing flexible, innovative career opportunities—such as hybrid work experiences and insight days—reflects our dedication to inclusivity and accessibility. We aim to cultivate a culture of exploration and growth, ensuring that all students have the opportunity to engage with the workforce in meaningful and relevant ways.

### 3. Commitment to Statutory Duties and Career Provision

The school is fully committed to fulfilling its statutory obligations regarding learner entitlement, as outlined in the Provider Access Legislation (PAL) and aligned with the Gatsby Benchmark framework. We ensure that our Careers Programme is not only compliant with these requirements but also resonates with the ethos and culture of our School Improvement Plan (SIP).

We are committed to fulfilling our statutory duties related to careers education and guidance, ensuring that all students have access to high-quality career provision. This includes a structured approach to offering hybrid and virtual work experience opportunities, which align with national frameworks and guidelines. These experiences allow students to engage in workplace visits, work shadowing, and virtual work experience in ways that mirror the remote and flexible working environments of today's economy.

- **Virtual Workplace Visits:** Giving students the opportunity to see a remote or hybrid work environment first-hand, observe work processes online, and talk to staff about their roles via virtual platforms. Students may also use the visit to investigate a topic, issue, or problem related to a subject they are studying in a virtual setting.
- **Hybrid Work Experience:** Providing students with the flexibility to engage with employers, helping them develop essential skills for the modern workplace.
- **Insight Days:** Organising short-term events that allow students to explore different careers and industries, offering them valuable insights and networking opportunities with professionals.

By adhering to statutory requirements and continuously improving our career provision, we strive to support students in making informed decisions about their future pathways, ensuring that they are well-equipped for the challenges of the evolving job market.

#### Provider Access Legislation (PAL)

The **Provider Access Legislation (PAL)**, effective January 2018, mandates that all schools ensure students in **Years 8 to 13** receive comprehensive information about various **post-16 and post-18 pathways**. This includes **university routes, apprenticeships, T-Levels, Higher Technical Qualifications**, and other technical education options. Our school recognises the critical role of **empowering students, parents, and carers** to make **informed decisions** regarding their education and future careers.

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To comply with PAL, the school is committed to:

1. **Access for Providers:** Allow providers of technical education and training to have access to students during the school day.
2. **Comprehensive Information:** Provide opportunities for students to learn about various pathways, ensuring all students are informed about their options, including vocational training, apprenticeships, and academic qualifications.
3. **Mandatory Encounters:** Facilitate at least **six encounters** with approved providers of apprenticeships and technical education for every student:
  - **First Key Phase:** Two mandatory encounters for students in **Year 8** or **Year 9**.
  - **Second Key Phase:** Two mandatory encounters for students in **Year 10** or **Year 11**.
  - **Third Key Phase:** Two encounters for students in **Year 12** or **Year 13**, which are mandatory for the school to arrange but optional for students to attend.

## 4. Current Legislation and Statutory Requirements

### The Gatsby Benchmarks

We adhere to the eight Gatsby Benchmarks, which serve as the government-endorsed framework for good careers guidance:

- 1. A stable careers programme**
- 2. Learning from career and labour market information**
- 3. Addressing the needs of each pupil**
- 4. Linking curriculum learning to careers**
- 5. Encounters with employers and employees**
- 6. Experiences of workplaces**
- 7. Encounters with further and higher education**
- 8. Personal guidance**

Since 2021, every school is required to use the Gatsby Benchmarks to guide and improve their careers provision. Developed by Sir John Holman for the Gatsby Foundation, these eight benchmarks define world-class careers education and provide a clear framework for organising our school's careers provision.

The Careers Leader is responsible for overseeing the implementation of the Gatsby Benchmarks, ensuring that every student receives at least seven encounters with employers throughout their time at school, including opportunities to engage with STE(A)M employers.

We adhere to the eight benchmarks set out in the Gatsby Good Career Guidance report, which emphasise the need for varied experiences, including work placements and insight days, as part of a comprehensive career education program. In particular, we ensure that all students have opportunities to experience workplaces either virtually or in a hybrid format, reflecting the modern shift towards remote and flexible working environments. These workplace experiences may include virtual visits, hybrid work shadowing, and remote work experience, providing students with real-world insights while adapting to the current workforce trends.

By complying with these legislative requirements, we ensure that our careers education is not only relevant and effective but also equitable and inclusive for all students.

<b>Gatsby Benchmark</b>	<b>Description</b>	<b>Implementation at Greig City Academy</b>
<b>1. A Stable Careers Programme</b>	The school has a structured and well-organised careers programme that is regularly evaluated by the Senior Leadership Team (SLT) and informed by feedback from students, parents, teachers, and employers.	Our Careers Programme is detailed in the school's Careers Policy and is integrated into the wider curriculum. It includes regular reviews and updates to ensure alignment with the school's educational goals and student needs.
<b>2. Learning from Career and Labour Market Information</b>	Students and parents are provided with up-to-date information about the labour market and future study options, which is linked to career planning.	We use a range of resources, including career software and employer engagements, to provide students with local, regional, and national labour market information. This information is accessible through the school's website and during career events.
<b>3. Addressing the Needs of Each Student</b>	The school ensures that all students receive personal guidance tailored to their individual needs, with a focus on closing the gaps in progression outcomes.	We use individual learning plans, EHCPs for students with SEND, and regular career guidance sessions to provide personalised support. Data is used to track student progress and target interventions where needed.
<b>4. Linking Curriculum Learning to Careers</b>	Curriculum learning is linked to careers in all subjects, with a particular emphasis on STEM subjects.	Subject leaders and Heads of Year integrate career learning into their schemes of work, with real-world applications discussed in lessons. We also offer STEM-related career workshops and employer visits.

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<b>5. Encounters with Employers and Employees</b>	Students have multiple opportunities to learn from employers about work, employment, and the skills valued in the workplace.	Our Careers Programme includes regular encounters with employers, such as workshops, guest speaker events (including alumni), and workplace visits. These encounters are embedded across different year groups and curriculum areas.
<b>6. Experiences of Workplaces</b>	Every student has the opportunity to have firsthand experiences of the workplace through work visits, work shadowing, or work experience.	We offer structured hybrid and virtual work experience placements, alongside opportunities for virtual job shadowing and workplace visits, particularly for Year 10 and Year 12 students. Students are encouraged to reflect on these experiences during follow-up structured sessions, where they can discuss their insights and develop employability skills. This approach ensures that students are well-prepared for the demands of the modern workforce, equipped with both academic knowledge and practical experience.
<b>7. Encounters with Further and Higher Education</b>	All students should understand the full range of learning opportunities available to them, including academic and vocational routes.	We organise visits to local universities, colleges, and apprenticeship providers. In addition, we invite representatives from various educational institutions to speak to students about their options post-16 and post-18.
<b>8. Personal Guidance</b>	Every student has opportunities for guidance interviews with a careers adviser, which are timed to meet their individual needs.	Students receive one-on-one guidance sessions from qualified career development professionals at key transition points, such as Years 9, 11, and 13. These sessions are scheduled to coincide with important decision-making times for students.



## Careers Strategy (2021)

Our policy aligns with the **2021 Careers Strategy** published by the **Department for Education**, which emphasises the need for every student to receive high-quality careers guidance and outlines the following key principles:

- **Access to Diverse Career Opportunities:**  
Students will have access to a broad range of career-related opportunities and experiences, including career fairs, guest speakers, and industry visits. Programs will be designed to expose students to various career pathways and sectors. Work experience opportunities will primarily take the form of hybrid or virtual placements, reflecting the modern workforce's increasing reliance on remote work environments.
- **Collaboration with Employers and Education Providers:**  
We promote strong partnerships between schools, local employers, and education providers to create meaningful work experiences. This collaboration will facilitate virtual internships, hybrid apprenticeships, and remote work placements, allowing students to gain real-world insights and develop essential skills.
- **Development of Effective Careers Programs:**  
Our strategy supports the development of tailored careers programs that meet the unique needs of our students. Emphasis will be placed on promoting virtual and hybrid work experience opportunities, ensuring that students are exposed to the full range of career options, including those in remote work sectors.
- **Personalised Careers Guidance:**  
We are committed to providing personalised careers advice and guidance to help students identify their interests, strengths, and potential career pathways. One-to-one guidance sessions will include discussions about virtual and hybrid work placements, helping students understand how they can prepare for and thrive in a digital-first job market.
- **Engagement with Stakeholders:**  
We will actively engage with students, parents, and the local community to enhance our careers programme. This includes ensuring that virtual and hybrid work experiences are available to all students, especially those with accessibility or transport challenges, allowing them to participate fully in career-related opportunities.
- **Feedback Mechanism:**  
To continuously improve our careers guidance, we will implement a feedback mechanism that solicits input from students and employers. Surveys and focus groups will gather insights about virtual and hybrid work experiences, ensuring that these opportunities remain relevant and beneficial for students.
- **Monitoring and Evaluation:**  
We will continuously monitor and evaluate the effectiveness of our careers programs and partnerships to ensure they meet the evolving needs of our students. This includes tracking the success of virtual and hybrid work placements, ensuring that these experiences continue to meet the high standards set by the Gatsby Benchmarks.

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This government strategy emphasises the importance of high-quality careers education and outlines the expectation for schools to offer meaningful opportunities for work experience, including hybrid and virtual placements. By implementing these principles, we aim to empower our students to make informed career choices, develop essential skills, and successfully transition into the workforce or further education.

### The Baker Clause (Technical and Vocational Education)

We ensure that students have access to information about approved technical education qualifications and apprenticeships and that providers have access to students to inform them about these options.

### SEND Code of Practice (2015)

We are committed to providing tailored careers guidance that meets the specific needs of students with SEND, emphasising personalised transition planning, particularly in preparing for adulthood, further education, employment, and independent living.

In accordance with statutory guidance, our school publishes detailed information about our Careers Programme, making it accessible to students and their parents/carers.

## 5. Provision of Careers Education, Information, Advice, and Guidance (CEIAG)

At Greig City Academy, every student is entitled to high-quality careers education and guidance as an integral part of their overall learning experience. Our Careers Programme is designed to support students at each stage of their academic journey, helping them to make informed decisions, develop essential skills, and prepare for their future.

Careers Education, Information, Advice, and Guidance (CEIAG) is a critical component of our educational framework. Our CEIAG programme is designed to empower students to make informed decisions about their futures, including further education, training, and employment opportunities. The effectiveness of our CEIAG provision is regularly evaluated in accordance with statutory requirements and inspection frameworks. This programme also reflects the modern realities of the workforce by incorporating hybrid and virtual work experiences into our offering. These experiences provide students with firsthand insights into various career paths in remote and flexible work environments.

### CEIAG Inspection Requirements

- **Provision and Quality:** We ensure a well-structured CEIAG programme that meets all statutory requirements. Our curriculum is designed to integrate career education seamlessly, providing students with the skills and knowledge necessary to navigate their future paths effectively. This includes virtual and hybrid work experiences that allow students to engage with employers and industries in flexible formats, offering them relevant insights into today's work environments.
- **Leadership and Management:** Our leadership team actively supports and oversees the CEIAG provision. We have established a clear strategy that aligns CEIAG with our broader educational goals, ensuring a cohesive approach to student development.
- **Student Outcomes:** We focus on the impact of CEIAG on student outcomes. We monitor how well students are prepared for their next steps, evaluating their awareness of career opportunities and their ability to make informed choices. Virtual and hybrid work experiences contribute significantly to these outcomes by equipping students with the ability to navigate the evolving job market and workplace flexibility.
- **Partnerships:** Effective CEIAG requires collaboration with external organisations, including employers, universities, and careers services. We cultivate strong partnerships that enhance our provision and provide students with real-world insights. Through these partnerships, we facilitate virtual internships, hybrid work shadowing, and online job placements, reflecting current work trends.
- **Statutory Compliance:** We are committed to complying with all statutory guidance regarding careers. This includes providing impartial advice and ensuring access to a diverse range of education and training providers. We ensure that statutory requirements for work experience are met through innovative virtual and hybrid formats that reflect today's workforce changes.

## Learner Entitlement

This entitlement framework is aligned with the principles set out in the **Careers Strategy: Making the Most of Everyone's Skills and Talents (2017)** and the **Careers Strategy: People and Skills (2021)**, both published by the Department for Education. The 2017 strategy emphasises the importance of providing tailored career guidance, developing employability skills, and ensuring early and sustained exposure to a wide range of career opportunities. The 2021 strategy builds on these principles, highlighting the need for a more comprehensive approach to careers education, with a focus on aligning skills development with local and national labour market needs.

<b>Year Group</b>	<b>Learning Outcome</b>
<b>7</b>	Develop positive attitudes towards study and work, fostering a mindset that values education as a foundation for future success.
<b>8</b>	Build employability and enterprise skills, such as teamwork, communication, and problem-solving, which are vital for future career readiness.
<b>9</b>	Empower students to plan and take control of their future by making informed choices at key educational milestones, with guidance tailored to interests and aspirations.
<b>10</b>	Provide students with varied careers inspiration and guidance through direct engagement with employers, helping them to explore diverse career paths and understand the world of work.
<b>11</b>	Offer a comprehensive understanding of post-16 and post-18 opportunities, including T-Levels, Higher Technical Qualifications, Traineeships, Apprenticeships, School Leaver Programmes, Higher Education (HE), Further Education (FE), and employment options, enabling students to make informed decisions about their next steps.
<b>12</b>	Ensure equal access to high-quality careers inspiration and guidance, offering impartial advice on the range of post-18 options available to them, including university, apprenticeships, and employment. Work experience in hybrid and virtual formats will be integrated into this phase to offer flexibility and real-world engagement.
<b>13</b>	Support students in reflecting on their abilities, skills, aptitudes, and attitudes, using this self-knowledge to consider their personal development and future career paths.
<b>STEM Pathway</b>	Provide students in STEM courses with opportunities to participate in tailored STEM programmes and projects, enhancing their skills and exposure to STEM-related careers.
<b>Mandarin Pathway</b>	Offer students in the Mandarin Excellence Programme opportunities to engage in specialised Mandarin Pathway programmes and projects, supporting their language skills and cultural understanding.

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We are committed to providing a comprehensive Careers Education, Information, Advice, and Guidance (CEIAG) programme that prepares students for their future careers. Our provision includes:

- **Work Experience Opportunities:** We offer a range of work experience options, including remote work experience and hybrid work experiences that incorporate both remote and on-site elements, and virtual insight days that provide brief but impactful exposure to various industries. This hybrid and virtual approach reflects the realities of the modern workforce, ensuring all students, regardless of geographic or personal limitations, can participate meaningfully in work experiences.
- **Career Education Curriculum:** Our curriculum is designed to equip students with essential employability skills, such as communication, teamwork, and problem-solving, and includes lessons on navigating different career paths and understanding the job market. Students will learn how to adapt to remote working environments, digital collaboration tools, and online communication, which are essential skills in many industries today.
  - **One-to-one careers guidance interviews** are conducted by a qualified Careers Professional. Each session lasts 40 minutes to 1 hour, and up to 5-7 interviews can be conducted per day. A session summary is provided to students to help them reflect on their next steps. If more than 7 interviews are scheduled in a day, these may not include detailed guidance notes. During these sessions, students will be advised on virtual and hybrid work placements to align their work experience with modern career trends.
  - **Small group careers interviews** are organised for 4-6 students, typically lasting 40 minutes to 1 hour. Groups are based on students' shared career interests or academic levels. Students requiring more personalised guidance will be offered follow-up one-to-one sessions.
  - **Group work sessions** cover various topics related to career education, including occupational and industry information, preparation for work experience, occupational choices and growth sectors, labour market information (LMI), progression routes (sector-specific), and targeted career talks (e.g., on apprenticeships or social media for job searching). These sessions will include guidance on navigating remote and hybrid work placements, preparing students to thrive in virtual or partially remote environments.
  - Other group sessions focus on CV writing, apprenticeships myth-busting, and college/sixth form applications, among others. Students will also receive training on virtual job interviews and remote working tools, ensuring they are prepared for hybrid work environments.
- **Personalised Guidance:** Our career advisors provide tailored support to students, helping them identify their strengths, interests, and potential career pathways. This includes one-on-one meetings, workshops, and group sessions that address different aspects of career planning. As part of this personalised guidance, students will receive advice on hybrid and virtual work experience opportunities, ensuring they are well-equipped to navigate the modern workforce and understand how to engage in remote work environments effectively.

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## Learner Entitlement (Continued)

- **Partnerships with Employers:** We actively engage with local businesses and organisations to facilitate meaningful work experience opportunities and insight days, ensuring students gain practical knowledge and connections within their chosen fields. Given the shift towards remote working, our partnerships now include opportunities for students to participate in virtual internships, hybrid work placements, and virtual job shadowing. These partnerships ensure that students experience modern, flexible workplace environments and gain relevant skills for today's job market.
  - **Career Events** include Industry Insight Days focused on sectors such as Sports, Law, Engineering, IT, Media, Medicine, Business and Finance, and STEM. These events feature guest speakers from the industry and include CV and interview skills workshops.
  - **Speed Networking with Employers** provides students with an interactive opportunity to engage with professionals from various sectors. We also organise attendance to our **annual careers networking event**, career fairs, sourcing exhibitors, workshops, and employer talks to give students a broader view of potential career paths.
  - **Provider Access Encounters:** We manage and coordinate access for providers of technical education or apprenticeships, ensuring compliance with statutory requirements for students in Years 8-13.

## Independent Careers Guidance

We ensure access to independent and impartial careers guidance through qualified career development professionals. These professionals provide accurate and relevant support for students' career planning, helping them navigate various pathways and make informed decisions about their futures. Guidance will include advice on engaging with hybrid and virtual work experiences, ensuring students understand how to make the most of these opportunities and develop the skills necessary to thrive in flexible work environments.

Through our CEIAG programme, we aim to empower students to make informed decisions about their future careers and develop the skills necessary for success in the modern workplace. This includes an emphasis on preparing students for hybrid and virtual work placements, giving them the ability to adapt to the growing remote work culture.



## Ofsted Requirements

The academy's Careers Programme is designed to meet the requirements set out by Ofsted under the new Education Inspection Framework (EIF). Ofsted inspectors assess the effectiveness of our careers provision, particularly in the following areas:

- **Personal Development:** We ensure that careers education is integrated into our personal development curriculum, equipping students with the knowledge, skills, and attitudes they need to succeed in life and work. This includes preparing students for remote and hybrid working environments, which are becoming increasingly common in today's job market.
- **Preparation for Next Steps:** We focus on preparing students for their next steps, whether in education, training, or employment. This includes providing targeted support for specific groups, such as disadvantaged students and those with SEND. Hybrid and virtual work experiences will be offered as part of this preparation, giving all students the opportunity to engage with the world of work in flexible ways.
- **Employer Engagement:** Our strong partnerships with employers ensure that students have access to real-world insights and opportunities, which Ofsted recognises as a key component of a successful careers programme. We will continue expanding these partnerships to include virtual and hybrid placements, allowing students to engage with a broader range of employers who may offer remote or flexible working options.

## Delivery of CEIAG

Careers education is delivered through various channels, including the curriculum, assemblies, workshops, employer engagements, and one-to-one guidance sessions. This multifaceted approach ensures that all students receive comprehensive and engaging career support throughout their educational journey.

## Role of the Careers Leader

The Careers Leader is responsible for ensuring the effective implementation of the Careers Policy, overseeing the delivery of the CEIAG programme, and maintaining compliance with statutory requirements. This leadership role is essential for coordinating all aspects of careers education and ensuring that it meets the needs of students. The Careers Leader also ensures that hybrid and virtual work placements are integrated into the careers programme, giving students diverse ways to access work experience.

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## Tracking and Follow-up Student Destinations

- **Intended Destinations (Years 11, 12, 13):** We monitor and collect information on the intended destinations of all students in Years 11, 12, and 13, helping to identify those who may need further support in their transitions to post-16 and post-18 pathways.
- **Year 11 & 12 September Guarantee:** This is a key element of our follow-up process. By September each year, we establish whether all students have a secured place in education, training, or employment (September Guarantee). Those without confirmed places are provided with additional guidance and support.
- **Annual Activity Survey of Year 11 Leavers:** By November 1st each year, we conduct a comprehensive activity survey of Year 11 leavers, tracking their destinations to ensure they are in suitable education, employment, or training. This data informs our interventions and support strategies.

## Post-16 Participation Tracking

- **Participation Tracking for Years 12, 13, and 14 Leavers:** For students leaving education or training settings after Key Stage 5, we collect destination data, ensuring that all students are accounted for and are progressing in their chosen pathways.
- **Raising of the Participation Age (RPA):** We track students post-16 who may leave their course or training provision early. This ensures they are supported in securing alternative educational or training options, in line with the statutory RPA requirement.
- **Key Stage 4/5 Destination Measures:** We follow up with students after they complete their studies to ensure they remain in education, apprenticeships, or employment in the year following their completion of Key Stage 4 or 5, as required by the government's destination measures.

## Support for Vulnerable Students

- **Tracking and Follow-up of Vulnerable Young People:** We closely monitor vulnerable students, including those with SEND, students eligible for free school meals, and other at-risk groups, ensuring they have tailored support to transition successfully to further education, training, or employment.
- **Year-round Tracking and Follow-up:** Our team provides ongoing tracking and follow-up throughout the year for students whose destinations are NEET or Not Known. We collaborate with local authorities and services to signpost these students to relevant support.



## 6. Statutory Inspection of Anglican and Methodist Schools (SIAMS)

As a Church of England and Methodist school, our commitment to promoting a Christian ethos is evaluated through the Statutory Inspection of Anglican and Methodist Schools (SIAMS). This inspection framework focuses on the distinctiveness and effectiveness of our school in fostering a Christian environment.

### SIAMS Inspection Requirements

- **Vision and Leadership:** Our school's vision is rooted in Christian values, guiding our ethos and strategic decisions. The leadership team plays a crucial role in promoting our Christian character and ensuring it permeates all aspects of school life.
- **Teaching and Learning in RE:** The quality of Religious Education (RE) is a focal point. We ensure that RE is taught effectively, with a curriculum that engages students and encourages exploration of their faith.
- **Collective Worship:** We prioritise the quality and inclusiveness of collective worship. Our worship reflects our Christian values and contributes to students' spiritual development.
- **Christian Character:** The inspection evaluates how our Christian character influences the school environment and community relationships. We foster a supportive atmosphere that promotes the personal development of all students.
- **Impact on Pupils:** We assess the influence of our Christian ethos on students' academic achievement and overall development, including their spiritual, moral, social, and cultural (SMSC) growth.
- **Community and Partnerships:** Our engagement with the local church and wider community is vital to enhancing our educational provision. We seek to build meaningful partnerships that enrich our students' experiences, including through virtual and hybrid career-related opportunities where students can engage with organisations remotely and benefit from the wider community.

Our commitment to providing high-quality careers education is aligned with the expectations outlined in the Statutory Inspection of Anglican and Methodist Schools (SIAMS):

- **Holistic Development:** We strive to ensure that our careers provision supports the holistic development of students, aligning with SIAMS' focus on nurturing students' spiritual, moral, social, and cultural growth alongside their academic achievements
- **Accessibility and Inclusivity:** Our careers programme emphasises equal opportunities for all students, including those with Special Educational Needs and Disabilities (SEND). We provide tailored work experiences and insight days to ensure every student has access to meaningful career guidance. By offering hybrid and virtual work experience opportunities, we ensure that all students, regardless of their circumstances, have access to meaningful career guidance and workplace exposure.
- **Evaluation and Improvement:** We are committed to regularly reviewing and evaluating our careers education program, using feedback from students, parents, and industry partners to make continuous improvements that align with the values of SIAMS. By integrating our careers provision with the principles of SIAMS, we aim to foster an environment where students feel supported, encouraged, and equipped to pursue their career aspirations in alignment with their personal values and the wider community.

## 7. Support for SEND Students

### Tailored Support

At Greig City Academy, we recognise that each student with Special Educational Needs and Disabilities (SEND) has unique strengths and challenges. Our careers guidance for SEND students is highly personalised, drawing upon individual Education, Health, and Care Plans (EHCPs) to inform tailored career planning and support. This approach ensures that students receive guidance that is relevant to their abilities, aspirations, and personal circumstances, helping them to explore a range of meaningful career pathways. We also offer hybrid and virtual work experience opportunities that can be tailored to the needs of SEND students, ensuring that they gain exposure to the workplace in environments that are accessible and adaptable to their individual requirements.

### Transition Planning

We prioritise early and effective transition planning for our SEND students, ensuring a smooth progression from education to post-16 options and beyond. Our dedicated Careers Leader works closely with students, parents, and carers to provide comprehensive information and support, empowering families to make informed choices regarding future education and employment opportunities. This includes hosting workshops and information sessions that address specific needs and aspirations.

### Multi-Agency Collaboration

Collaboration is key to providing the best support for our SEND students. We actively partner with local authorities, specialist career services, and other external agencies to enhance the range of support available. By leveraging these relationships, we ensure that students have access to expert advice, resources, and opportunities that cater to their individual needs. This collaborative approach also includes engaging with local employers who are committed to providing inclusive opportunities for students with SEND.

### Skills Development and Work Experience

To further support our SEND students, we provide targeted skills development programs that focus on building employability skills such as communication, teamwork, and problem-solving. We also facilitate work experience placements tailored to each student's strengths and interests, ensuring that they gain practical experience in supportive environments that foster their personal and professional growth. We also facilitate hybrid and virtual work experience placements tailored to each student's strengths and interests, ensuring that they gain practical experience in supportive environments that foster their personal and professional growth.

We are committed to ensuring that students with Special Educational Needs and Disabilities (SEND) receive the same high-quality career education and work experience opportunities as their peers. Our careers programme is designed to be inclusive, providing tailored support for SEND students to help them explore and pursue career paths that align with their abilities and aspirations.

Greig City Academy  
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Key aspects of our provision for SEND students include:

- **Personalised Work Experience:** We collaborate closely with employers to design work experience opportunities, including hybrid placements, that are accessible and adaptable to the needs of SEND students. This may involve adjustments such as flexible hours, remote working, or additional support. This may involve adjustments such as flexible hours, remote working, or additional support to ensure the experience is accessible and beneficial.
- **Specialist Career Guidance:** SEND students have access to specialised career advisors who provide one-on-one guidance, helping them navigate career options, understand their strengths, and overcome any potential barriers to employment. This guidance includes advice on hybrid and virtual work experiences, ensuring students are aware of opportunities that align with their needs and preferences.
- **Insight Days with Adjustments:** Insight days are also made accessible to SEND students, with appropriate accommodations such as modified activities, sensory-friendly environments, and the use of assistive technology to ensure they can fully engage with the experience.
- **Partnerships with Specialist Organisations:** We work with local and national organisations that specialise in supporting SEND students in career development, ensuring they receive comprehensive and appropriate guidance for their transition to the workplace.

## Year 11 SEND Destinations

The school is committed to ensuring that all SEND (Special Educational Needs and Disabilities) students have access to appropriate post-16 destinations, in accordance with statutory guidance, including the SEND Code of Practice (2015) and Education, Health and Care Plan (EHCP) Guidance. The following roles and responsibilities are key to this process:

- **SENDCO (Special Educational Needs and Disabilities Coordinator):** The SENDCO is responsible for ensuring that SEND students receive tailored support for their post-16 transitions. This includes liaising with colleges, training providers, or employers to ensure accommodations are made based on the student's needs. For hybrid and virtual work placements, the SENDCO ensures that any necessary adjustments are in place to support the student's successful engagement. For students with EHCPs, the SENDCO coordinates transition planning in line with legal requirements.
- **Careers Adviser or Transition Worker:** A dedicated careers adviser, specialising in SEND provision, will work closely with SEND students to ensure they are on the appropriate pathway, assisting with transitions to further education, apprenticeships, or employment. This includes advising on hybrid and virtual work experience opportunities that match the student's abilities and preferences.
- **Local Authority Support Services:** For students with complex needs, local authority services, including EHCP officers, may be involved in tracking and supporting their destinations to ensure ongoing provision is in place post-16.
- **External Agencies:** Agencies may also provide additional support for SEND students, offering specialised advice and guidance during the transition period.

This approach ensures that all SEND students are supported through a collaborative effort involving school staff, local authorities, and external agencies, in compliance with statutory and best practice guidance. Hybrid and virtual work placements play a key role in ensuring all students, including those with SEND, can access meaningful and supportive career experiences.

## 8. Management and Delivery

At Greig City Academy, we recognise the importance of establishing effective arrangements for the management and delivery of our Careers Programme. Our approach is collaborative, involving key stakeholders, including the Senior Leadership Team (SLT) and Curriculum Leadership Team (CLT), to ensure that the Careers Programme is seamlessly integrated into the overall educational framework of the school.

### Collaborative Framework

The Careers Leader works closely with the SLT and CLT to align the Careers Programme with the school's strategic priorities and the School Improvement Plan (SIP). Regular meetings are held to discuss career education initiatives, share best practices, and address any challenges that may arise. This collaborative framework ensures that careers education is prioritised within the school's curriculum and that all staff are engaged in supporting students' career development.

### Continuous Development

We are committed to continuously developing and refining our Careers Programme to meet the diverse needs of our students. This includes implementing feedback mechanisms such as surveys and focus groups to gather input from students, parents, and staff. The insights gained from this feedback are essential for adapting our programme to reflect changing trends in education and the job market. As part of this development, we regularly review how hybrid and virtual work placements are being used and adapt the programme to ensure students are gaining relevant and meaningful experiences in these formats.

### Evaluation and Impact Assessment

To ensure the effectiveness of our Careers Programme, we conduct regular evaluations using data-driven approaches. We utilise tools like Compass+ to monitor engagement levels, track student outcomes, and assess the impact of our career initiatives. This systematic evaluation process enables us to identify areas for improvement and make informed decisions that enhance the quality of careers education offered to our students.

### Alignment with Best Practices

Our Careers Programme is designed to align with best practices in careers education, as outlined by the Gatsby Benchmarks and the National Careers Strategy. By integrating these frameworks into our programme, we aim to provide our students with high-quality career guidance and support that equips them for successful futures. This includes aligning with Gatsby Benchmark 6, which emphasises the importance of providing students with first-hand experiences of workplaces, including virtual and hybrid models, to reflect the changing dynamics of the workforce.

## Professional Development for Staff

Recognising the critical role of all staff in delivering effective career education, we invest in ongoing professional development opportunities. Training sessions and workshops are conducted to equip teachers with the necessary skills and knowledge to integrate careers education into their subject areas, fostering a school-wide culture that values and prioritises student career development.

The management and delivery of our careers education and work experience programs are key to ensuring the highest standards and effective implementation across all key stages. Our approach is organised, flexible, and aligned with statutory guidelines.

Key responsibilities for managing and delivering work experience include:

- **Coordinated Work Experience Placements:** Our WRL faculty is responsible for securing and organising work experience placements, including hybrid models, ensuring that every student has access to meaningful opportunities. We work with a range of local and national employers across different industries to provide varied and relevant placements. We collaborate with a range of local and national employers to offer hybrid and virtual work placements that reflect the flexible working practices of today's industries.
- **Delivery of Insight Days:** Insight days are scheduled throughout the academic year and are organised in collaboration with employers and industry professionals. These short-term experiences are designed to introduce students to specific career sectors, helping them explore potential career paths.
- **Monitoring and Support:** Throughout the work experience process, students receive ongoing support from staff, including pre-placement preparation, regular check-ins, and post-placement reflections. This ensures that students feel supported and gain the most from their experiences.
- **Utilisation of Digital Platforms:** For hybrid placements and virtual work experience, we utilise secure digital platforms that allow students to engage remotely with employers, complete assignments, and attend virtual meetings or webinars. These platforms ensure that students can participate in meaningful work experiences, regardless of their location, and are able to connect with professionals in real-time through secure, accessible technologies.
- **Feedback and Evaluation:** After completing work experience or insight days, both students and employers are asked to provide feedback. This helps us assess the success of the placements and make improvements where needed.



## 9. Roles and Responsibilities

At Greig City Academy, the effective implementation of our Careers Education, Information, Advice, and Guidance (CEIAG) Access Policy is a collaborative effort involving various stakeholders committed to supporting our students' career development.

### Governing Body and Senior Leadership Team

The Governing Body and Senior Leadership Team are responsible for reviewing and approving the CEIAG Access Policy, ensuring it aligns with the school's strategic vision and educational goals. Their involvement includes setting objectives that reflect the aspirations of our diverse student body and advocating for necessary resources to enhance career education initiatives.

### Careers Leader and Careers Adviser

The Careers Leader, supported by the Careers Adviser, is tasked with the delivery and continuous development of the Careers Programme. They provide independent and impartial careers guidance to students, ensuring that everyone receives personalised support tailored to their unique strengths, interests, and career aspirations. They also engage in professional development to remain informed about current trends in career education and labour markets. This includes keeping up-to-date with trends in virtual and hybrid work models, ensuring that the school's work experience offerings reflect these changes.

The designated Careers Leader is responsible for the overall strategic management of the careers programme, ensuring that it meets statutory requirements and aligns with the school's vision and values. The Careers Leader oversees the planning, delivery, and evaluation of work experience placements, insight days, and other career-related activities, including hybrid and virtual placements.

Careers advisors provide personalised guidance and support to students, helping them explore different career options, secure work experience placements, and prepare for their next steps. Advisors also work closely with SEND students to ensure they receive tailored career advice, including advice on virtual and hybrid work experience placements that suit their needs.

The Careers Adviser is responsible for providing tailored guidance to all Year 11 students, including SEND and non-SEND students, ensuring they are progressing towards further education, training, or employment. They also track destinations and ensure any students without a secured post-16 pathway are identified and supported.

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## Subject Leaders and Heads of Year

Subject Leaders and Heads of Year are responsible for integrating careers learning into their curriculum schemes of work. By collaborating with the Careers Leader, they ensure that careers education is embedded throughout the academic experience, facilitating connections between subject content and real-world career applications. This integration supports our School Improvement Plan (SIP) and enhances students' understanding of the relevance of their studies to their future pathways. These staff members, responsible for pastoral care, assist in following up with students and ensuring they have secured a post-16 destination, offering additional support when needed.

## Teachers and Tutors

Teaching staff play an essential role in preparing students for work experience and insight days by incorporating career education into the curriculum. Tutors support students in understanding how work experience fits into their overall career planning and academic goals.

These staff members, responsible for pastoral care, assist in following up with students and ensuring they have secured a post-16 destination, offering additional support when needed.

## SEND Coordinators

SEND coordinators work in partnership with the WRL faculty to ensure that SEND students have access to appropriate and tailored work experience opportunities. They liaise with employers to make necessary adjustments and ensure that placements are inclusive. This includes ensuring that hybrid and virtual placements are accessible to SEND students, providing flexibility and support where needed to engage in remote work experiences. The SEND Coordinators works specifically with SEND students, overseeing their transition to post-16 destinations, including additional accommodations and support as required.

## All Staff

All staff members at Greig City Academy are expected to actively contribute to the promotion of careers education and guidance. This includes fostering an environment where students feel empowered to explore their career options and make informed choices about their futures. Staff members receive training and resources to support their role in guiding students and reinforcing the importance of career planning across all subjects and year groups.

## Local Authority NEET Team

If a student does not transition into further education or training, the local authority's NEET (Not in Education, Employment, or Training) team will follow up, helping them re-engage with education or training opportunities.

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## Employers and Partners

Employers provide valuable real-world experience through work placements and insight days. Our partnerships with employers include opportunities for hybrid and virtual placements. All employers and external partners working with our students are required to follow strict health and safety protocols to ensure student safety during work placements and industry visits, through hybrid models, and for giving feedback on student performance.

## Students

Students are expected to engage proactively with the careers programme, participating fully in work experience and insight days. They are encouraged to reflect on their experiences and apply the skills they learn to their future career planning.

## Parents and Guardians

Parents and guardians play a supportive role by encouraging students to explore work experience opportunities, discussing career plans, and attending relevant career events or meetings.

The academy is responsible for tracking and reporting the destinations of all Year 11 students, including submitting data to the local authority in compliance with statutory requirements. This collaborative approach ensures that every member of the school community plays a vital role in fostering a comprehensive and effective careers education framework for our students. By working together, we aim to empower our students with the knowledge, skills, and confidence needed to navigate their future pathways successfully.

## 10. Monitoring and Evaluation

At Greig City Academy, we are committed to the continuous improvement of our Careers Policy. To ensure its effectiveness, we will employ a comprehensive monitoring and evaluation strategy that incorporates feedback from a wide range of stakeholders, including students, parents, staff, and employers. This systematic approach allows us to identify strengths and areas for enhancement, aligning our careers provision with the evolving needs of our student body. This includes monitoring the impact and effectiveness of hybrid and virtual work experiences, ensuring they align with the changing nature of the workplace.

### Feedback Mechanisms

We will implement a variety of feedback mechanisms to gather meaningful insights into the impact of our Careers Programme. This will include regular surveys, questionnaires, and focus groups involving students, parents/carers, and staff. These tools will not only measure satisfaction and engagement but also provide qualitative data on how well the programme meets the diverse needs of our students, particularly those with special educational needs and disabilities (SEND). Specific feedback on hybrid and virtual work placements will be gathered to assess how effectively these opportunities are meeting the needs of all students, including those who may benefit from remote work models.

### Evaluation Framework

Our evaluation framework will follow a clearly defined cycle that includes the collection of data, analysis of results, and the formulation of actionable recommendations. This framework will enable us to assess the effectiveness of our Careers Policy against key performance indicators (KPIs) such as student engagement levels, the number of successful career placements, and the overall satisfaction of stakeholders with the careers services provided.

### Reporting and Continuous Improvement

We will establish a transparent reporting process that communicates findings to all stakeholders, including the Governing Body and Senior Leadership Team. Regular updates will highlight progress toward our objectives and outline steps for continuous improvement. We aim to foster a culture of openness where feedback is actively sought and valued, thereby enhancing our careers provision.

### Return on Investment

To ensure we achieve a good return on investment for our careers provision, we will analyse the outcomes of our activities relative to the resources allocated. This analysis will guide our future funding decisions and strategic planning, ensuring that our careers services remain impactful and relevant to our students' aspirations.

By prioritising monitoring and evaluation, we aim to create a responsive and effective careers education framework that empowers students at Greig City Academy to successfully navigate their future pathways.

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To ensure that our careers education and work experience programs remain effective and aligned with student needs, we have a robust system for monitoring and evaluation. Regular assessment of our careers provision helps us continuously improve and maintain high standards:

- **Student Feedback:** After completing work experience placements, including hybrid experiences and insight days, students are asked to provide detailed feedback on their experiences, including what they learned, challenges faced, and areas for improvement. This helps us understand the impact of our programs and make necessary adjustments.
- **Employer Feedback:** Employers who participate in providing work experience placements and insight days are encouraged to offer feedback on the students' performance and the overall process. This allows us to maintain strong relationships with employers and ensure our programs meet industry expectations.
- **Regular Review of Programmes:** The WRL faculty conducts periodic reviews of the careers curriculum, work experience placements, and the overall CEIAG provision to ensure they remain up to date with current job market trends and statutory requirements, such as the Gatsby Benchmarks.
- **Impact Evaluation:** We track key metrics, such as student participation rates in work experience and insight days, post-placement progression (e.g., choosing a related subject for further study), and longer-term career outcomes for alumni. These insights guide future programme development and resource allocation.
- **External Audits:** When applicable, we invite external organisations or governing bodies to review and audit our careers provision, ensuring that we meet best practices and statutory standards. External reviews will include evaluations of how effectively hybrid and virtual work models are being implemented and their overall impact on student career readiness.

### Follow-Up on Year 11 Destinations

The school, in collaboration with external agencies and local authorities, follows up on the destinations of Year 11 students to ensure all students have secured a post-16 destination. This process includes:

- Checking that all Year 11 students have applied for and secured a post-16 destination.
- Contacting students and their parents or carers if no destination has been secured to offer additional guidance and support.
- Providing tailored interventions for students at risk of becoming NEET, particularly those with SEND or vulnerable students.
- Reporting destination data to the local authority as part of statutory requirements.

In addition, the school collaborates with the local authority NEET team and external services, such as the Haringey Raising Participation Age (RPA), to ensure that students not in education or training are offered further support to re-engage.

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## 11. Equal Opportunities

### Inclusion and Accessibility

At Greig City Academy, we are dedicated to ensuring that all students have equal access to high-quality careers education and guidance, regardless of their background, ability, or individual needs. Our approach is grounded in the belief that every student deserves the opportunity to explore their potential and pursue their career aspirations. We actively strive to create an inclusive environment where diversity is celebrated, and all voices are heard.

### Non-Discrimination and Fairness

Our Careers Policy is designed to prevent discrimination based on disability, gender, race, religion, sexual orientation, or any other characteristic. We implement proactive measures to promote equality and foster a culture of respect and understanding among students and staff. This includes:

- **Accessibility for All:** We ensure that every student, including those from disadvantaged backgrounds, those with SEND, and those with other specific needs, has access to high-quality work experience opportunities. This includes offering hybrid work placements and remote insight days for students with accessibility or mobility issues, ensuring that everyone has the chance to participate regardless of physical limitations.
- **Tailored Support:** We recognise that students may face different barriers to accessing career guidance. To address this, we provide tailored support that considers individual circumstances, including those of students with special educational needs and disabilities (SEND). For hybrid and virtual work placements, we offer additional guidance and support to ensure all students can fully participate, regardless of their specific needs. This may involve technological support, flexible working hours, or other accommodations to ensure accessibility.
- **Diverse Representation:** We ensure that our career resources and guidance reflect a diverse range of role models and career pathways, empowering students from all backgrounds to envision their future success. We actively encourage students to explore a wide range of career paths, including those in non-traditional sectors for their gender, ethnicity, or background. The WRL faculty works to dispel stereotypes and broaden students' perspectives on what careers they can pursue.
- **Training and Awareness:** Our staff undergoes regular training to enhance their understanding of equality and inclusion issues, equipping them to support all students effectively in their career development journey.

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## Non-Discrimination and Fairness (Continued)

- **Monitoring of Participation:** We regularly monitor participation rates across different demographic groups to ensure that all students are accessing and benefiting from our careers provision equally. Where gaps are identified, we implement targeted interventions to address them.
- **Cultural Sensitivity:** We are committed to offering careers guidance that respects and acknowledges the cultural, religious, and social backgrounds of our students. This includes providing relevant career opportunities and making reasonable adjustments to accommodate religious or cultural practices.
- **Monitoring and Improvement:** We regularly monitor the effectiveness of our equal opportunities initiatives through feedback and evaluation processes. This enables us to assess our practices continually and identify areas for improvement. By engaging students, parents, and the wider community in these discussions, we aim to create a responsive and dynamic approach to equal opportunities in careers education.

By championing equal opportunities, Greig City Academy seeks to empower every student to thrive and achieve their career goals in an inclusive and supportive environment.

## 12. Community Engagement and Charitable Initiatives

At Greig City Academy, we recognise the importance of community engagement and the role of charitable initiatives in fostering social responsibility among our students. By participating in volunteering and fundraising activities for charities such as Children in Need and Save the Children, students can develop valuable skills, enhance their CVs, and make a positive impact on the lives of vulnerable individuals, especially children.

We also acknowledge that meaningful career education should extend beyond the classroom, providing students with opportunities to engage with the local community, contribute to charitable causes, and explore potential career paths through real-world experiences. Our commitment to community engagement includes offering hybrid and virtual work experience opportunities with local and national businesses and charities, allowing students to gain practical experience while contributing to their community. Through partnerships with local businesses, charities, and organisations, we aim to offer students opportunities that allow them to not only learn about different industries but also make a positive impact on society.

### Volunteering Opportunities

Students are encouraged to get involved in various volunteering activities, which may include:

- **Local Events:** Participate in charity events such as marathons, galas, or community fairs. Volunteer to assist with logistics, setup, or promotions.
- **Mentoring:** Offer time to mentor children in the local area through programs affiliated with these charities, providing support and guidance.
- **Awareness Campaigns:** Join initiatives that aim to raise awareness about children's issues, including health, education, and poverty.
- **Administrative Support:** Assist charities with office tasks, data entry, or communications to help them operate more efficiently.
- **Skill-Based Volunteering:** Utilise professional skills (e.g., graphic design, marketing, or accounting) to help charities improve outreach and efficiency.

In addition to these charitable initiatives, we encourage students to gain real-world experience through community-based **work experience placements** and **insight days**. These experiences help students develop essential skills and contribute to local organisations, combining career development with community engagement.



## Work Experience and Insight Days

Through our careers program, students are given opportunities to explore career paths and gain practical experience while supporting local businesses and charities. These opportunities include:

- **Work Experience Placements:** We offer hybrid work placements with local businesses and charitable organisations, allowing students to apply their academic learning in real-world settings while making a positive contribution to the community.
- **Insight Days:** Short-term experiences with local organisations and charities, designed to give students a snapshot of various career sectors, helping them explore professional roles and gain insights into the nonprofit world and community services.
- **Charitable Work Experience:** Where possible, students can undertake work experience with local charities or non-profit organisations, helping them develop professional skills while contributing to a cause that aligns with their values.

These experiences not only help students gain insight into potential career paths but also foster a sense of social responsibility and community involvement. Through these engagements, students learn the value of service and the importance of contributing to the well-being of their community.

## Fundraising Ideas

Students and staff can engage in fundraising activities that support our chosen charities, including:

- **Sponsorship Drives:** Organise events where participants raise funds through sponsorships, such as sponsored walks, runs, or bike rides.
- **Charity Auctions:** Host auctions where local businesses donate goods or services, with proceeds going to charity.
- **Crowdfunding:** Use platforms like GoFundMe or JustGiving to set up online fundraising campaigns for specific projects or needs.
- **Social Media Campaigns:** Leverage social media to promote fundraising efforts, sharing personal stories or testimonials to encourage donations.
- **Themed Events:** Organise themed parties or community events (like bake sales, game nights, or movie nights) where entry fees and proceeds go to charity.



## Partnerships and Collaborations

Greig City Academy actively seeks partnerships to enhance our charitable initiatives:

- **Corporate Sponsorship:** Collaborate with local businesses for fundraising events, where they can match employee donations or sponsor events.
- **Schools and Universities:** Engage students in fundraising activities as part of their community service requirements, fostering a culture of giving and involvement.
- **Work Experience Providers:** Build strong partnerships with local organisations and businesses to facilitate work experience placements and insight days that allow students to contribute to their community while gaining valuable career skills. These placements may also be offered in hybrid or virtual formats to provide flexibility and accessibility for all students.

Engaging with charities like Children in Need and Save the Children through volunteering and fundraising not only supports vital services but also fosters a sense of community and awareness about the challenges faced by children. Our commitment to these initiatives helps students make a meaningful difference in the lives of those in need while developing essential skills for their future careers.

## 13. Communication

### Informing Stakeholders

At Greig City Academy, we understand the importance of keeping all stakeholders informed about our Careers Policy. We are committed to ensuring that students, parents, staff, and external partners are fully aware of our careers education framework and how it supports student development. To achieve this, we will employ a variety of communication methods tailored to reach our diverse community, including:

- **Year Group Assemblies and Tutor Time:** Key aspects of the Careers Policy will be introduced to students during assemblies and tutor sessions, ensuring that they understand the support available to them at every stage of their educational journey. Students' achievements in CEIAG-related activities, such as successful work placements, outstanding performances in career workshops, and university or apprenticeship offers will also be spotlighted and celebrated. We regularly inform students about upcoming hybrid and virtual work experience placements, insight days, volunteering opportunities, and career-related events through assemblies, form tutor sessions, school bulletins, and digital platforms. Our careers adviser is available for one-on-one consultations, and we also provide students with access to an online resources where they can browse available virtual work placements.
- **Parent and Carer Engagement:** We will keep parents and carers informed through regular updates via letters, emails, phone calls, and dedicated sessions during parent evenings and parent-teacher meetings. These updates will include details on how the Careers Programme can assist in their child's career planning and decision-making process. Regular updates on students' achievements will be shared, highlighting these successes not only fosters pride but also keeps parents informed about the tangible outcomes of the Careers Programme. We recognise the importance of parental support in students' career decisions. Regular updates about career opportunities, including hybrid and virtual work experience, insight days, and volunteering, are provided to parents through newsletters, the school website, and dedicated careers evenings drop-in sessions. Parents are encouraged to attend career events and discuss career planning with their children.
- **Staff Briefings and Professional Development:** School staff will receive comprehensive briefings on the Careers Policy, ensuring that they are well-equipped to integrate careers education into their teaching and provide appropriate guidance to students. We will also include discussions in ongoing professional development sessions to keep staff informed of any changes or updates. Staff will be regularly briefed on the latest student achievements in CEIAG activities, ensuring they are equipped to support and celebrate these successes in their interactions with students. This information will also be used to inform and inspire future curriculum planning and careers guidance.

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## Informing Stakeholders (Continued)

- **Community and External Partnerships:** We will engage with external partners, including local employers, universities, and career services, to ensure they are aware of our Careers Policy and can collaborate effectively to enhance our provision. Our WRL faculty maintains regular communication with local businesses, charities, and community organisations to coordinate work experience placements, insight days, and charitable initiatives. We use a combination of direct outreach, email correspondence, and regular partner meetings to ensure these opportunities are tailored to student needs and aligned with our careers objectives.

## Access to Information

- **Website and Social Media Updates:** The Careers Policy, along with news about students' achievements, will be regularly updated on the school's website and social media platforms. These updates will highlight significant milestones, such as students receiving apprenticeship offers, awards from industry partners, or other notable CEIAG-related accomplishments. We leverage our school website to promote career-related activities, share success stories, and highlight partnership opportunities. This also provides a platform for students and parents to access career resources and updates on upcoming events.
- **Translations:** We will offer translations of the policy in key languages spoken by our school community, ensuring that language is not a barrier to accessing this important information.
- **Regular Updates and Reviews:** We will keep the Careers Policy up to date and make any revisions accessible promptly. Stakeholders will be notified of significant changes through our established communication channels.
- By implementing these strategies, Greig City Academy not only keeps all stakeholders well-informed but also celebrates and promotes the accomplishments of our students within the CEIAG programme, reinforcing the value of careers education and its impact on students' futures.

## 14. Resources

### Strategic Funding and Resourcing

At Greig City Academy, we understand that delivering a high-quality Careers Programme requires strategic investment. To this end, we allocate a dedicated budget specifically for careers education, ensuring that all students have access to the resources they need to explore and plan their future pathways. This budget supports the purchase of up-to-date careers software, printed materials, and the development of partnerships with external organisations. We regularly review and monitor the allocation of these funds to maximise their impact, ensuring that resources are utilised effectively to meet our CEIAG (Careers Education, Information, Advice, and Guidance) objectives.

### Comprehensive Career Resources

We are committed to providing a wide range of resources to support students in making informed decisions about their future:

- **Digital Career Exploration Tools:** Students have access to cutting-edge careers software and online platforms that offer personalised career exploration, including tools like Unifrog, SMART Profile, JED (Job Explorer Database) etc., which supports both academic and vocational pathway decisions. These tools are particularly valuable for exploring hybrid and virtual work opportunities, helping students identify flexible career paths in line with modern work environments.
- **Extensive Print Resources:** We offer a library of printed materials covering various career paths, including detailed guides on apprenticeships, further education, and higher education options. These resources are regularly updated to reflect the latest trends and opportunities in the job market.
- **Local, Regional, and National Industry Insights**  
Through our strong partnerships with local businesses, regional industry leaders, and national organisations, we provide students with comprehensive and up-to-date information on a wide range of employers and career opportunities.
  - **Local Focus:** At the local level, our collaboration with businesses in the immediate community offers students direct connections to local employers and job vacancies. These partnerships provide invaluable sector-specific insights, allowing students to explore career paths that are readily accessible within their community, fostering a deeper understanding of the practicalities and demands of the local job market.
  - **Regional Perspective:** Expanding beyond the local, we engage with regional industry leaders and networks that help students gain a broader perspective on employment opportunities. This includes understanding regional economic trends, skills shortages, and growth industries, giving students a competitive edge in exploring career options that may require a wider geographic scope.

Greig City Academy  
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Review Date: To be reviewed

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## Comprehensive Career Resources (Continued)

- **National Outlook:** On a national level, we connect students with major organisations and industry bodies that operate across the UK. These partnerships expose students to national career trends, emerging sectors, and opportunities for higher education and employment that might not be available locally or regionally. This national outlook ensures that our students are well-informed and prepared to pursue careers that align with their aspirations, whether they choose to stay local, move regionally, or consider national opportunities.

This multi-tiered approach to industry insights ensures that students at Greig City Academy are well-equipped to make informed decisions about their future careers, with a clear understanding of opportunities at the local, regional, and national levels.

## Careers Staff and Support

A key resource for the success of our Careers Programme is our dedicated team of career advisors and coordinators. This team plays a crucial role in guiding students through their career exploration journey, including:

- **One-on-One Consultations:** Students have access to personalised career advice to help them navigate hybrid and remote work experience placements, explore academic and vocational paths, and develop career plans.
- **Careers Workshops and Events:** We regularly host workshops and events designed to equip students with practical skills, such as CV writing, interview techniques, and networking. These sessions ensure that students are prepared for the transition from education to employment.
- **Career Fairs and Employer Visits:** In addition to in-school workshops, we provide opportunities for students to meet with employers at career fairs and participate in employer visits, offering them real-world insights into different industries and careers.

## Dedicated Careers Platform

Our digital careers platform allows students to access a wide range of career exploration tools. It supports students in:

- **Exploring Job Sectors:** Students can browse detailed profiles of various industries, helping them understand the scope of opportunities available in each sector.
- **Work Placement Management:** The platform enables students to sign up for work experience placements and track their career development progress.
- **Career Pathway Planning:** Through the platform, students can access resources to help them build CVs, apply for work experience, and explore future education and employment options. Resources also include tips for navigating hybrid work models, helping students prepare for the unique challenges and benefits of remote or flexible working environments.

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## Financial and Logistical Support

We recognise that some students may face financial or logistical barriers when participating in work experience placements, insight days, or other career activities. To ensure that all students have equal access to these opportunities, we provide:

- **Transport and Equipment Support:** For hybrid and virtual placements, we cover transportation costs, offer support with digital access, such as providing laptops or internet resources, ensuring all students can fully participate in remote work experiences
- **Flexible Scheduling:** We offer flexibility in scheduling work experience placements to ensure students can balance their academic commitments while gaining practical experience.

## Enhancing Careers Provision through External Partnerships

Greig City Academy is committed to enriching our Careers Programme through active collaboration with external partners. We work closely with local businesses, universities, and career services to bring real-world experiences into our classrooms. These partnerships offer students unique opportunities, such as:

- **Inspirational Guest Speakers:** We regularly invite professionals from various fields, including our own alumni, to speak to our students. These guest speakers share their career journeys, offering valuable insights and advice on entering specific industries. Hearing from alumni who have walked the same halls as our current students provides a relatable and motivational perspective, showing what can be achieved with dedication and hard work.
- **Interactive Workshops:** Our external partners lead workshops that provide hands-on experiences in areas such as careers networking events, alumni talks, CV writing, careers-focused challenges with industry, interview techniques, and entrepreneurship. These workshops are designed to equip students with the practical skills they need to succeed in the job market.
- **Employer Visits and Work Placements:** We organise visits to local and regional businesses and industries, giving students firsthand insight into different work environments. These visits are often complemented by work placement opportunities, allowing students to gain valuable experience and make informed career choices.

## Integration with the School's Strategic Vision

The resources and partnerships we cultivate are fully integrated with Greig City Academy's broader educational vision. By aligning our careers provision with the school's strategic priorities, we ensure that every student, regardless of background or ability, has access to the support and resources they need to achieve their full potential. This commitment to excellence in careers education reflects our dedication to preparing students not just for exams, but for life beyond school.

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## 15. Stakeholders and Partners

### Engagement with External Stakeholders

At Greig City Academy, we recognise that effective CEIAG provision is a collective effort that thrives on the involvement of diverse stakeholders. Our commitment to student success is reflected in our collaborative approach, which includes partnerships with the following key groups:

#### **Local Employers**

We actively engage with local businesses and organisations to create meaningful work experience opportunities for our students. This includes:

- **Employer Visits:** Local employers participate in school events to provide students with firsthand insights into various industries and job roles.
- **Guest Speakers:** We invite professionals from a range of sectors to share their career journeys and the skills needed in the workplace.
- **Work Placements:** Our partnerships enable students to gain practical experience, fostering essential skills that enhance employability through hybrid and remote work placements.
- **Annual Careers Speed Networking Event:** Our annual event connects students with multiple employers in a fast-paced networking format, allowing them to learn about various career paths and make valuable connections.

### Educational Institutions

Greig City Academy maintains strong partnerships with colleges, universities, and training providers to support students in exploring their post-16 and post-18 options. These collaborations include:

- **Information Sessions:** Regular workshops and presentations help students understand the range of pathways available, from A-levels to vocational courses.
- **University Visits:** Organising trips to higher education institutions allows students to experience campus life and engage with current students. Virtual university tours and online Q&A sessions are offered.



## Parents and Carers

We recognise the vital role that parents and carers play as key partners in their child's career development. Our commitment to supporting them includes:

- **Workshops and Resources:** We offer informational sessions and materials to help parents understand the career landscape and how to guide their children effectively.
- **Individual Consultations:** Opportunities for parents to engage in one-on-one discussions with career advisors, enabling them to build confidence in supporting their children's choices.

## Community Organisations

Collaborating with local community organisations is crucial to ensuring that all students, particularly those from diverse backgrounds, have access to relevant career guidance. These partnerships facilitate:

- **Tailored Support Programmes:** Community organisations provide resources and programs that cater to specific needs, helping to bridge gaps in access and information.

## Careers Support Agencies

Greig City Academy maintains annual agreements with various external services and agencies that adhere to the standards set by the Career Development Institute (CDI) and the Quality in Careers Standard. Key partners include:

- **Career Guidance Companies:** These organisations provide specialised guidance services, helping students explore their career options and aspirations.
- **The Careers & Enterprise Company:** We collaborate to ensure our students receive high-quality information and support for their career journeys.
- **Reed in Partnership:** This agency assists in providing employability skills training and access to job opportunities.
- **Local Authority Support Team for 14-19 Education:** Working with the local authority helps us align our CEIAG provision with regional initiatives and resources.



## Specialised Partnerships

Greig City Academy has engaged with several organisations to enhance its CEIAG provision. Here are some key partnerships:

### **STEM and Engineering Initiatives**

- **STEM Initiatives:** The academy collaborates closely with organisations focused on STEM (Science, Technology, Engineering, and Mathematics) education. Programs are designed to encourage student participation in STEM-related activities and workshops, helping them explore diverse career paths in these vital fields.
  - **Greig City Academy's Enterprise and STEM Club:** Students engage in activities related to entrepreneurship and STEM, including visits to notable institutions like 10 Downing Street, where they participated in workshops and discussions aimed at fostering their business skills.
- **Worshipful Company of Tallow Chandlers:** This livery company supports the academy's STEM programs, providing resources and expertise to foster student engagement in science, technology, engineering, and mathematics.
- **Royal Aeronautical Society and Boeing:** Through the Falcon Initiative project, Greig City Academy was one of ten schools selected to design and build a flight training simulator, allowing students to gain hands-on experience in engineering and aviation.
- **Arkwright Engineering Scholarships:** The academy is affiliated with this national initiative, which encourages students to pursue engineering careers by providing scholarships and mentoring.
- **Institute of Physics:** Through partnerships with this organisation, students can engage in physics-related projects and events, enhancing their understanding of the subject and its real-world applications.
- **Royal Academy of Engineering:** Collaborating with this prestigious institution, students can access resources and programs aimed at fostering interest in engineering careers.
- **Stemettes:** The academy has a history of working with Stemettes to promote gender diversity in STEM fields, offering mentorship and networking opportunities for young women interested in pursuing careers in these areas.
- **The Institute of Materials, Minerals & Mining:** This collaboration provides students with insights into packaging and materials science, encouraging engagement in sustainable practices and innovative design.
- **The Dyson Foundation:** The academy partners with The Dyson Foundation to provide students with opportunities to engage in design and engineering challenges, fostering creativity and problem-solving skills while inspiring the next generation of engineers.

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## Business and Financial Services

- **Young Enterprise:** This organisation provides students with opportunities to engage in practical business experiences. Students can participate in initiatives that foster entrepreneurial skills, preparing them for future business endeavours.
- **JP Morgan:** This financial services company collaborates with Greig City Academy to provide students with insights into careers in finance and investment banking through workshops and mentoring opportunities.
- **Citi Group:** Through initiatives like the Citi Foundation, the academy engages in career workshops and job shadowing experiences, particularly aimed at students interested in finance and corporate roles.
- **PwC (PricewaterhouseCoopers):** Greig City Academy collaborates with PwC to offer students insights into careers in professional services, including workshops that focus on skills development and career readiness.
- **Deloitte:** The academy partners with Deloitte for the ASPIRE program, which allows students to explore various career paths through case studies and employability skills sessions.
- **Barclays:** Through our partnership with Barclays, the academy incorporates the Life Skills program, which offers online resources and workshops designed to prepare students for the workforce. Students develop essential skills for the workplace, including CV writing, interview techniques, and financial literacy.
- **The Brokerage:** Greig City Academy collaborates with The Brokerage, focusing on providing work experience and internships for students, particularly in the financial services sector.
- **The Institute of Chartered Accountants in England and Wales (ICAEW):** Greig City Academy collaborates with ICAEW to offer workshops and resources focused on careers in accounting and finance, enhancing students' understanding of these fields.

## Health and Social Care

- **NHS Careers:** This collaboration provides students with insights into careers within the National Health Service, offering shadowing opportunities and workshops that cover various health-related career paths.

## Careers and Educational Institutions

- **Central London Careers Hub:** This partnership facilitates connections with various local businesses and organisations, providing students with broader exposure to career opportunities and mentoring.
- **Haringey Education Partnership:** Connects schools with businesses for varied work-related learning opportunities.

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- **The Mayor of London's Careers Strategy:** Aligns career education with city-wide initiatives, connecting students with various industries.
- **The London Careers Hub:** This partnership enhances student engagement with local industries and career opportunities, offering resources and networking events that connect students with employers and career professionals.
- **UK Universities (incl. Russell Group Universities):** These partnerships facilitate workshops and mentoring sessions for students, helping them to gain insights into higher education and career pathways, and access to university-level resources.
- **IntoUniversity:** This organisation aims to support students from disadvantaged backgrounds in achieving their educational goals. Mentorship and tutoring to help students excel academically and prepare for higher education is provided, and organised visits to universities to allow students to explore campus life and meet with current students.
- **Skills Builder Partnership:** This collaboration focuses on essential skills development, helping students prepare for the workforce by building critical competencies.
- **The Skills Network:** Provides vocational courses and qualifications for practical job market skills.

## Community and Social Initiatives

- **Tottenham Hotspur Foundation:** Through this partnership, students engage in sports and community initiatives, which include workshops aimed at career skills development in sports management and related fields.
- **The Prince's Trust:** This organisation partners with the academy to offer programs focused on youth enterprise and employability skills, helping students gain valuable experience and confidence for future employment.
- **The Edge Foundation:** The academy collaborates with this organisation to promote practical and vocational learning, ensuring that students are equipped with skills that are relevant to the current job market.
- **Royal Horticultural Society:** This partnership provides students with experiences in horticulture and the opportunity to engage in outdoor education, fostering skills in environmental science and sustainability
- **Chamber of Commerce:** The academy collaborates with the local Chamber of Commerce to facilitate networking events and internships with local businesses, giving students real-world insights and experience.

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## Employees, Community Partners, and Learning Providers

We are dedicated to fostering collaborative relationships with a diverse range of stakeholders, including:

- **Higher Education Institutions:** Partnerships with universities and colleges provide students with insights into academic pathways and support for transition.
- **Local Learning Providers and Apprenticeship Providers:** Collaborating with these entities ensures that students are aware of vocational options and apprenticeships available in the local area.
- **Local Enterprise Partnerships (LEPs):** Engaging with LEPs enriches our careers programme by connecting students to regional economic initiatives and skill demands.

Through these collaborative partnerships, Greig City Academy is committed to providing high-quality careers education and guidance that empowers our students to make informed decisions about their futures. By actively involving employers, educational institutions, parents, community organisations, and careers support agencies, we create a robust network of support that enhances our students' readiness for the world beyond school.

## 16. Monitoring, Reviewing, Evaluating, and Reporting

### Ongoing Assessment and Evaluation

At Greig City Academy, we understand the importance of regularly assessing the effectiveness of our Careers Education, Information, Advice, and Guidance (CEIAG) provision to ensure continuous improvement. This includes evaluating both hybrid and remote work experiences to align with modern workforce trends. To this end, we employ a comprehensive framework of monitoring and evaluation to gauge both the short-term and long-term impact of our Careers Programme on student outcomes. Our evaluation processes are driven by feedback, data analysis, and alignment with the Gatsby Benchmarks and other national standards.

- **Regular Reviews:** We will conduct systematic reviews of the CEIAG policy to assess its effectiveness, relevance, and alignment with our educational goals. These reviews will occur at least annually, incorporating input from:
  - **Student Feedback:** We gather feedback from students at multiple stages of their careers journey—before, during, and after key activities such as work placements, workshops, and career fairs. Surveys, focus groups, and one-on-one consultations provide invaluable insights into how students perceive the effectiveness and relevance of our Careers Programme.
  - **Parents and Carers Feedback:** We actively seek input from parents and carers to assess how well our careers support aligns with their expectations for their child's future. This feedback is collected during parental workshops and through annual surveys.
  - **Employer and Partner Feedback:** Input from external partners, including employers and universities, is regularly solicited to evaluate the quality and relevance of our work experience placements, workshops, and other collaborative initiatives.
  - **Tracking Student Destinations:** A key metric for evaluating the success of our Careers Programme is the analysis of student destinations post-16 and post-18. We track student transitions into further education, apprenticeships, and employment, using this data to adjust our provision as necessary to meet emerging trends in education and the labour market.
  - **Staff:** Involving teachers and career advisers in discussions about the strengths and areas for improvement within the programme.

## Benchmarking Against National Standards

To ensure that our Careers Programme meets and exceeds the required standards, we regularly benchmark our provision against the Gatsby Benchmarks, the Career Development Institute (CDI) Framework, and the Quality in Careers Standard. Through this process, we ensure our programme remains current, aligned with best practices, and responsive to the changing landscape of careers education.

- **Annual Review:** Our Careers Programme undergoes a rigorous annual review led by the Senior Leadership Team (SLT) and the Careers Lead. This review examines all aspects of our provision, including funding, partnerships, and outcomes, to identify areas for enhancement.
- **Action Plan Development:** Based on the findings from our annual review, an action plan is developed to address any identified gaps or areas for improvement. This plan is designed to ensure that our careers education evolves in response to both student needs and industry trends, including adaptations for remote and hybrid work models.
- **Staff Training and Development:** Continuous professional development is essential for our staff to stay informed about the latest developments in careers education. We provide regular training for teachers and careers advisors, ensuring they are equipped with the skills and knowledge needed to deliver effective careers guidance.

By adopting a structured, evidence-based approach to monitoring and evaluation, we remain committed to delivering an outstanding Careers Programme that meets the needs of all our students and prepares them for the world of work.

## Annual Reporting

To ensure transparency and accountability, Greig City Academy will produce an annual report detailing the outcomes of our CEIAG programme. This report will include:

- **Achievements:** Highlights of the successes and milestones reached within the CEIAG programme over the past year, showcasing the positive impact on students' career readiness.
- **Areas for Improvement:** An honest assessment of the challenges faced and areas where we can enhance our services to better support our students.
- **Strategic Goals:** Clear objectives and strategic goals for the upcoming year, outlining how we plan to build on our successes and address areas for improvement.

The annual report will be shared with the Governing Body to keep them informed of our progress and challenges. Additionally, it will be made available to all stakeholders, including parents, students, and community partners, fostering an open dialogue about our CEIAG initiatives and encouraging collaborative efforts to support our students' career development.

Through robust monitoring, evaluation, and reporting processes, Greig City Academy is dedicated to providing high-quality CEIAG that meets the needs of our students and prepares them for successful futures. By actively seeking feedback and aligning our practices with established standards, we aim to create a responsive and effective careers programme that benefits all stakeholders involved.

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## Destination Tracking and Reporting

The school monitors the destinations of all Year 11 students, including those with SEND, in line with statutory requirements. The SENDCO, Careers Adviser, and school ensure that all destinations are recorded, and where a student has not secured a post-16 destination, the school will intervene by providing additional support, involving external agencies as required. Regular reviews are conducted to assess the effectiveness of our careers guidance and follow-up processes, with reports submitted to senior leadership and local authorities to ensure compliance with legal obligations.

## **17. Conclusion**

At Greig City Academy, we are committed to providing an outstanding Careers Education, Information, Advice, and Guidance (CEIAG) programme that equips our students with the knowledge, skills, and experiences they need to succeed in an ever-changing world. Recognising the evolving nature of the modern workplace, we have continued to integrate hybrid and virtual work experiences to ensure that our students are well-prepared for the diverse career pathways available today. By fostering a comprehensive understanding of the career pathways available to them, we empower students to make informed choices that align with their aspirations, abilities, and interests.

Through a strategic blend of partnerships with employers, educational institutions, and community organisations, we ensure that our students have access to a wide range of opportunities for work experience, skills development, and career exploration. Our Careers Programme is fully integrated into the wider curriculum, ensuring that career guidance is a continuous and evolving process throughout each student's educational journey, and reflects the flexibility and adaptability required in today's workforce.

We are deeply committed to continuous improvement, regularly reviewing and enhancing our provision to stay aligned with industry trends, national standards, and the diverse needs of our student body. Our rigorous evaluation processes, alongside our adherence to statutory guidelines and best practices, reflect our dedication to maintaining a high standard of career education for all students.

By fostering a culture of aspiration, curiosity, and practical engagement, Greig City Academy prepares its students not only for academic success but for lifelong achievement in their chosen careers. Our holistic approach ensures that every student leaves our school confident, well-prepared, and ready to make meaningful contributions to society.

## Policy Review Cycle

This policy will be reviewed annually to ensure it remains current and aligned with best educational practices, statutory requirements, and the evolving needs of our students.

## Contact Information

For inquiries regarding the CEIAG Access Policy, please contact Mrs. Maureen Arhagba at [marhagba@greigcityacademy.co.uk](mailto:marhagba@greigcityacademy.co.uk)

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## 18. Annexes

This policy should be read in conjunction with the following documents:

### Government and Legislative Documents

#### **Careers Strategy (2017):**

This is the official government strategy document that outlines the framework for careers guidance in schools.

[Careers Strategy: Making the Most of Everyone's Skills and Talents](#)

#### **The Children and Families Act (2014):**

This legislation outlines the rights of young people with special education needs and disabilities (SEND) regarding education and careers.

[Children and Families Act 2014](#)

#### **The SEND Code of Practice (2015):**

Guidance for the education of children and young people with special educational needs and disabilities, detailing how to support their career development.

[SEND Code of Practice](#)

#### **National Careers Strategy (2021):**

This is an update to the 2017 strategy, reinforcing the importance of high-quality careers advice in schools.

[National Careers Strategy](#)

#### **Ofsted Framework for Inspection (2021):**

Information about how schools will be inspected about their careers provision.

[Ofsted Education Inspection Framework](#)

#### **The Baker Clause:**

Legislation that requires schools to ensure students receive information about technical education and apprenticeship opportunities.

[Baker Clause Guidance](#)

#### **Education Inspection Framework (EIF):**

Framework for evaluating the effectiveness of education provisions, including career guidance.

[Education Inspection Framework](#)

### Local Labour Market Information (LMI) Reports

- Relevant data and reports that provide insights into local employment opportunities and skills needs, which can guide career education and advice.
  - [London Economic Development Partnership \(LEDP\) – LMI Reports](#)
  - [Greater London Authority \(GLA\) – Economic Outlook](#)
  - [Haringey Council – Local Labour Market Information](#)
  - [London North Learning and Skills Network](#)

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## Professional Standards and Guidelines

### **Careers Development Institute (CDI) Professional Standards:**

Outlines the standards expected of careers guidance professionals in schools.

[CDI Professional Standards](#)

### **Gatsby Good Career Guidance:**

Framework detailing best practices in careers guidance.

[Gatsby Good Career Guidance](#)

### **The Gatsby Benchmark Toolkit for Schools:**

Practical information and guidance for schools to implement effective career guidance.

[Gatsby Toolkit for Schools](#)

### **Quality in Careers:**

Quality assurance framework for careers education in schools.

[Quality in Careers](#)

### **Looked After Children:**

The local authority must ensure that every looked after child has a Personal Education Plan (PEP) to support them in achieving the best possible educational and career outcomes.

[Promoting the Education of Looked After Children](#)

### **Careers Guidance Provision for Young People in Schools:**

[Careers Guidance and Access for Education and Training Providers](#)

### **Glossary/Definitions of Careers Terms:**

[Glossary of Careers Terms](#)

## Greig City Academy Policies

### **Greig City Academy Safeguarding Policy:**

[Greig City Academy Safeguarding](#)

### **Greig City Academy Online Policy:**

[Greig City Academy E-Safety Policy](#)

### **Greig City Academy Special Educational Needs and Disabilities Policy:**

[Greig City Academy SEND Policy](#)

## General CEIAG Resources

### **[National Careers Service](#)**

Provides information on careers, skills assessments, and job search resources.

### **[Prospects](#)**

A comprehensive careers service with resource for job seekers, including job profiles and guidance.

### **[Youth Employment UK](#)**

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Focuses on supporting young people in finding employment, providing resources and advice.

### Career Exploration Tools

#### **[BBC Bitesize Careers](#)**

An engaging online platform that helps students explore career options through videos, articles, and quizzes. It provides insights into various job roles and required skills, empowering young people to make informed decisions about their future careers.

#### **[Future Goals Buzz Quiz](#)**

An interactive quiz that helps students discover potential career paths based on their interests.

### Specific Pathway Resources

#### **[UCAS](#)**

Information on higher education options, university applications, and personal statements.

#### **[Apprenticeships.gov.uk](#)**

Official government site for finding apprenticeship opportunities across the UK.

#### **[Inspiring the Future](#)**

A free service that connects schools with volunteers from various professions for career talks and mentoring.

### Local and Specialised Organisations

#### **[The Prince's Trust](#)**

Provides support for young people in developing skills and finding employment or starting a business.

#### **[Future Frontiers](#)**

Works with schools to provide mentoring and career guidance to students.

#### **[Career Connect](#)**

Offers careers advice and guidance services across the UK, focusing on young people.

### Professional Development Resources

#### **[The Gatsby Charitable Foundation](#)**

Focuses on improving careers education and providing resources for schools and colleges.

#### **[Association of Colleges \(AoC\)](#)**

Represents further education colleges and provides resources related to education and training.

Greig City Academy

Careers Policy

Written by: Mrs. Maureen Arhagba

Date: Written prior to the 2024-2025 academic year

Review Date: To be reviewed

For any inquiries or further information regarding this policy, please contact the Careers Leader at [marhagba@greigcityacademy.co.uk](mailto:marhagba@greigcityacademy.co.uk) or visit our website at [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk)