Careers Education Information and Advice Guidance Policy (CEIAG)

Policy adapted: March 2025

To be reviewed: September 2027

1.0 CAREERS STRATEGY AND RATIONALE

A planned programme of careers and inspiration activities is a vital component in preparing young people for the world beyond Madani Academy Portsmouth. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses, which suit their needs and intelligence.

The Madani Academy is committed to providing its students with a planned programme of careers education for all students in years 7-11, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adult and working life.

2.0 AIMS

CEIAG is crucial to meet the skills, knowledge and understanding needed by each student. The staff and Governors at The Madani Academy recognise that career planning is not limited to one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. We fully endorse the DFE's 'Career's strategy: making the most of everyone's skills and talents' (December 2017) and the 8 Gatsby benchmarks:

The Gatsby Career Benchmarks: a world-class standard for schools and colleges

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

3.0 DELIVERY AND CONTENT

Careers Information and Advice is provided through dedicated lessons to provide informative guidance to assist in the development and future career directions of students. Advice and guidance are provided through group workshops, enterprise events, individual interviews, college partnership courses, college and university visits, and presentations by prospective employers. Brochures, leaflets, and other forms of printed material are provided and additional advice through subject teachers.

An independent Careers Advisor attends the school at key times throughout the academic year to provide individual advice and guidance to students. All careers advice and guidance given is person centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. During arranged events including 'Parents Evenings', 'Open Evenings' and 'Options Evenings', careers information and advice is made available to students, parents and carers.

The school library is stocked with key publications suitable for a range of ages and abilities, with advice on hand from attending staff. The school library is located on the middle floor of the main building and is easily accessible to students and staff. Materials are audited annually to ensure information is up-todate and accurate and relevant to meet with the students' requirements.

Further information is available on the school's website displaying current careers advice for all year groups and contains web links to reliable careers websites.

Students in Years 7-11 are entitled to:

- have access to their careers' advice records to support their career development.
- have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14).
- at least one experience of a workplace, additional to any part time jobs they may have (by the age of 16).
- have one further workplace experience additional to any part time job they may have (by the age of 18)

• have a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers – including opportunities to meet both staff and students (by the age of 16)

• at least two visits to universities to meet staff and pupils (by the age of 18)

• receive guidance interviews with a career's adviser by the age of 16, and the opportunity for a further interview by the age of 18

• hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.

• understand how to make applications for the full range of academic and technical courses available.

At points across the school year, a variety of employers and external providers are invited into The Madani Academy to talk about different careers.

4.0 PROVIDER ACCESS STATEMENT

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training Page 4 of 5 offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

5.0 ACCESS OPPORTUNITIES

Our provision includes various opportunities for students to access a range of events. These are mainly integrated into the schools careers programme and curriculum. These events are therefore delivered internally, with contribution from external providers where appropriate.

6.0 PROVDER ACCESS PROCEDURE

A provider wishing to request access should contact Mr M Rahman, Headteacher and Careers Lead, 02392 830764, info@madani-academy.org

Local providers are invited to key relevant events. In addition, external providers interested in coming into school should speak to MR M Rahman, to identify the most suitable opportunity.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

7.0 RESOUCRES AND FACILITIES

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school library which is managed by N Rahman.