



Huxlow Science College

Careers Education, Information, Advice and Guidance (CIAG) procedure, as part of the LORIC policy

Careers Education, Information, Advice and Guidance (CIAG) is an entitlement for all students in years 7 to 13, which allows students to make informed educational and employment decisions.

CIAG should, through measuring the progress towards and the impact of the Gatsby Benchmarks:

- Prepare students for working life, support opportunities for social mobility and help students make the right choices to set them on the path to rewarding future careers
- Encourage a positive attitude to employment and the world of work
- Ensure all statutory guidance requirements from 'Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff January 2018'¹ are met
- Equip students with the knowledge and understanding that they require in order to make decisions about the next stage of learning or work
- Ensure destinations are tracked and early potential NEETs are identified, tracked and supported
- Ensure, that all students have to access activities from external sources such as face-to-face meetings, workshops, work placements, employer visits, assemblies, workshops and college taster days at many points in their school experience²

3. Procedure

3.1. IAG is partly delivered through the 'Careers' unit in LORIC time. LORIC time is delivered for 30 minutes each day and aims to develop each student's Leadership, Organization, Resilience, Initiative and Communication skills.

¹ www.gov.uk/government/publications, reference: DFE-00002-2018

² Ibid. Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all pupils in each year group from years 8 to 13.



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3.2 CIAG at Huxlow will be judged (using the Compass Careers Benchmark tool³) on the progress towards and the impact of the Gatsby benchmarks:

Gatsby benchmarks	Descriptor
1. A stable careers programme	Every school 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 pupil	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 to 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 Careers 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 <https://compass.careersandenterprise.co.uk/dashboard>



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3.3. Individuals are treated without prejudice and have an entitlement to CIAG regardless of race, religion, ability, social background or sexual orientation.

4. Accountability

4.1. An appointed member of the Senior Leadership Team will have responsibility for CIAG at Huxlow.

4.2. CIAG will be led by the Careers Lead⁴, accredited by the CDI Careers Leader training programme.

⁴ Please see: The Careers & Enterprise Company and Gatsby Charitable Foundation (2018). Understanding The Role Of The Careers Leader. London: The Careers & Enterprise Company.
<https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>