



Careers, Education, Information, Advice and Guidance Policy

GB Committee Responsible:

Curriculum and Achievement

Reviewed by:

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Careers (CEIAG) Policy

Introduction

There is a statutory requirement under section 351 of the 1996 Education Act for the school to provide a broad and balanced curriculum which '*prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life*'. There is also a statutory requirement under section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13.

Furthermore, paragraph 39 adds that "*in good time before decision points*" students should be informed about the full range of options available. These include:

- Post-14: options offered by local university technical school/colleges (UTCs) and studio schools
- Post-18: further education courses and higher apprenticeships

Note:

- *A footnote on page 6 defines 'impartial' as showing no bias or favouritism towards a particular education or work option.*
- *See also Section 42A and section 45A of the Education Act 1997*

The Government's careers strategy, published in December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks. Although it is not statutory for schools to meet all of these Benchmarks Bentley Wood will ensure that it meets and exceeds these to provide its students with excellent careers guidance. This policy sets out how the school will achieve this.

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

Rationale

Bentley Wood High School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in a number of events, as shown in the programme in appendix 1, including assemblies and Active Tutoring activities during National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school as a live or virtual encounter.

High quality careers education and guidance in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. This supports the Government national target to reduce the number of students who leave education and go on to be classified as NEET (not in education, employment or training).

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

Aims and objectives for careers guidance

The overarching aim for careers guidance at Bentley Wood focused on widening students' horizons, challenging stereotypes and raising aspiration. Bentley Wood will provide students with the knowledge and skills to make a successful transition to the next stage of their life and support social mobility by improving the opportunities for all our students (especially those from disadvantaged backgrounds and those with special educational needs and disabilities).

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

More specifically the objectives are:

- to improve educational standards in individual subjects by using contexts that improve motivation, aspiration, understanding and attainment for students
- to ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs
- to increase access, awareness and choice for all students for further education, training and career opportunities
- To ensure all students have annual employer encounters through our careers fair. This also provides guidance on a range of education and training options to students, including apprenticeships and technical education routes.
- to develop students' personal and social skills in relationships to aid the transition from school to adult and working life
- to deliver career-themed lessons as part of the whole-school PSHE programme
- to develop students understanding of the world of work and its demands
- to provide quality impartial guidance on careers and develop effective links with key partners such as Educational Development Trust and West London Careers Hub.
- to ensure every student (especially those with an Educational Health Care Plan) receives independent careers guidance

- to meet and exceed the Gatsby Benchmarks to improve careers provision (see appendix 2)
- to have a Careers Leader responsible for raising standards
- to provide suitable and safe work experience opportunities at Key Stage 4 and 5
- work towards achieving the Quality in Careers Standards Award to further improve and quality assurance Bentley Wood High school's provision
- to seek opportunities to develop resilience in our students
- to improve employability through work related learning and connections with employers
- to ensure that all students understand that they must be in education, employment or training until at least their 18th birthday
- identifying those at risk of not participating post 16 and put in place effective support to ensure they stay in education or training for a minimum of 2 further years
- to provide information regarding financial support that may be available to help students stay in education post-16
- to notify the local authority whenever a 16 or 17-year-old leaves Bentley Wood High School before their completion of her studies
- to continue to work closely with families (particularly those that are vulnerable) and provide tailored individual support and careers guidance
- to record the destinations of students transitioning to the next stage of education, training or employment and to share this with our local authority's support services
- to evaluate and further improve our careers and inspiration provision by carefully analysing student destination data and utilising the Compass tool
- to ensure that through our website, newsletters and other suitable means we publish our careers programme for students and their parents

(Delivering on these objectives ensure that we meet the requirements and expectations of guidance for schools set by the DfE on page 6 Careers Guidance and Inspiration, page 9 of Careers Guidance and Access for Education and the Gatsby Benchmarks).

Curriculum Provision

Bentley Wood offers a wide range of activities that contribute towards students' careers guidance. These activities support the Gatsby Benchmarks, compliment subject teaching, contribute towards the development of students' key skills for jobs and lifelong learning opportunities.

Careers guidance within the school enables each curriculum area to make a full contribution through:

- the use of appropriate teaching and learning strategies
- the development of schemes of work that recognise the importance of careers guidance and inspiration to prepare students for adult and working life
- review of learning outcomes and evaluation of all careers related programmes and courses

Management of Careers Guidance

At present the responsibility for careers guidance is allocated to the Assistant Headteacher and Careers Leader who is responsible for:

- the management and co-ordination of the various aspects of careers guidance and inspiration
- meeting and exceeding the Gatsby Benchmarks for careers
- the range of activities in each key stage (see appendix 1 and Provider Access Policy)
- strategies for evaluation by employers, staff and students of activities and learning outcomes
- ensuring balance, continuity and progression
- communication of career guidance strategy and implementation to the senior leadership team and governing body.

The school also employs, through Education Development Trust, a Careers Adviser who gives individual and group impartial careers guidance to students at key transition points. Parents can also meet with the Careers Adviser at parents' events such as Sixth Form Open evening and Options Evening. The Careers Adviser works closely with the Assistant Headteacher to organise the range of activities set out in appendix 1.

Individual subject staff are responsible for:

- ensuring that their teaching contributes to careers guidance
- identifying the types of activity at relevant points in the scheme of work
- introducing the scope for students to set their own learning objective

This Policy should be read in conjunction with:

- Provider Access Policy
- Curriculum Policy
- Educational Visits Policy
- Careers Information on school website

Equality and Diversity

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

Appendix 1

	Autumn	Spring	Summer
Year 7	Careers Fair CEIAG in the PSHE Programme Careers Software Packages & Careers Library External Career/Educational Talks	CEIAG in the PSHE Programme External Career/Educational Talks National Apprenticeships Week National Careers Week	CEIAG in the PSHE Programme External Career/Educational Talks Drop-in sessions with Career Adviser or referrals by HoY at lunch Monday to Thursday.
Year 8	Careers Fair CEIAG in the PSHE Programme External Career/Educational Talks Drop-in sessions with Career Adviser or referrals by HoY at lunch Monday to Thursday.	Year 8 Careers Awareness Morning Options Evening CEIAG in the PSHE Programme External Career/Educational Talks National Apprenticeships Week National Careers Week	CEIAG in the PSHE Programme Careers Software Packages & Careers Library External Career/Educational Talks
Year 9	Careers Fair CEIAG in the PSHE Programme Careers Software Packages & Careers Library External Career/Educational Talks	CEIAG in the PSHE Programme External Career/Educational Talks National Apprenticeships Week National Careers Week	CEIAG in the PSHE Programme External Career/Educational Talks Drop-in sessions with Career Adviser or referrals by HoY at lunch Monday to Thursday.
Year 10	Careers Fair CEIAG in the PSHE Programme External Career/Educational Talks Drop-in sessions with Career Adviser or referrals by HoY at lunch Monday to Thursday.	Interview & CV Skills Workshop CEIAG in the PSHE Programme Careers Software Packages & Careers Library External Career/Educational Talks National Apprenticeships Week National Careers Week	CEIAG in the PSHE Programme External Career/Educational Talks Drop-in sessions with Career Adviser or referrals by HoY at lunch Monday to Thursday. Work Experience
Year 11	Careers Fair 6th Form Open Evening Event CEIAG in the PSHE Programme External Career/ Apprenticeships /Educational Talks	Parents Evening CEIAG in the PSHE Programme External Career/Educational Talks Individual careers guidance meeting with trained careers Adviser National Apprenticeships Week National Careers Week	CEIAG in the PSHE Programme External Career/Educational Talks Careers Software Packages & Careers Library
Year 12	Year 12 Information Evening	CEIAG in the PSHE Programme	

	<p>Careers Fair</p> <p>CEIAG in the PSHE Programme</p> <p>External Career/ Apprenticeships /Educational Talks</p> <p>Academic Tutors</p>	<p>External Career/Educational Talks</p> <p>Individual careers guidance meeting with trained careers Adviser</p> <p>National Apprenticeships Week</p> <p>National Careers Week</p>	<p>CEIAG in the PSHE Programme</p> <p>Careers Software Packages & Careers Library</p> <p>External Career/Educational Talks</p> <p>Work Experience</p>
Year 13	<p>Careers Fair</p> <p>CEIAG in the PSHE Programme</p> <p>Careers Software Packages & Careers Library</p> <p>External Career/ Apprenticeships /Educational Talks</p> <p>Academic Tutors</p>	<p>CEIAG in the PSHE Programme</p> <p>External Career/Educational Talks</p> <p>Individual careers guidance meeting with trained careers Adviser</p> <p>National Apprenticeships Week</p> <p>National Careers Week</p>	<p>CEIAG in the PSHE Programme</p> <p>External Career/Educational Talks</p>

Appendix 2 – Gatsby Benchmarks

1. A stable career programme	<p>Every school/college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.</p>	<ul style="list-style-type: none"> • Every school/college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school/college/school's website in a way that enables learners, parents, school/college staff and employers to access and understand it. • The programme should be regularly evaluated with feedback from learners, parents, school/college staff and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>Every learner, and their parents (where appropriate), 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.</p>	<ul style="list-style-type: none"> • During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.
3. Addressing the needs of each student	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner to ensure that the careers program is inclusive and accessible. A school/college's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school/college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • School/colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. • The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • All learners should have access to these records to support their career development. School/colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> • Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

5. Encounters with employers and employees	<p>Every learner 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, and should include learners' own part time employment where it exists.</p>	<ul style="list-style-type: none"> • Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area. • School/colleges should record and take account of learners' own part-time employment and the influence this has had on their development. <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	<p>Every learner 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.</p>	<ul style="list-style-type: none"> • By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.
7. Encounters with further and higher education	<p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, school/colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include as appropriate, further education school/colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners. <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school/college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.</p> <p>* The school/college should ensure that access to a level 6 adviser is available when needed.</p>	<ul style="list-style-type: none"> • Every learner should have at least one such interview by the end of their study programme.