

Careers Education Information and Guidance (CEIAG)

Policy and Action Plan

Reviewed on October 2021

To be reviewed again in October 2022

1 | RATIONALE

The world of work and employment is changing rapidly. Young people face a bewildering range of career opportunities and an equally confusing amount of careers information as they progress within their school career. Given this environment, it is important that our students have access to accurate, impartial and objective advice and guidance to inform about their future choices. The school will help all individual pupils, irrespective of background and ability, to make informed decisions at all stages of their experience and development. Bishop David Brown School takes the view that CEIAG (Careers Education, Information, Advice and Guidance) must:

- Empower young people to plan and manage their futures
- Respond to the needs of the learner
- Provide comprehensive information and advice
- Raise aspirations
- Actively promote equality of opportunity and challenges of stereotypes
- Encourage social mobility
- Help young people progress
- Track and monitor all pupils to ensure they receive appropriate IAG
- Track and monitor NEET figures to ensure CEIAG procedures are fit for purpose

2 | DEFINITIONS

A career is a “course or progress through life, preparing for the next stage and advancing oneself”. Careers education, advice and guidance at BDB is seen as a “whole school” approach and are key aspects of all pupils’ learning. It is our aim to support all pupils’ at all key stages through this challenge in order to help them to develop into well rounded individuals.

3 | AIMS AND OBJECTIVES

This policy covers CEIAG IAG at Bishop David Brown is based on meeting its legal requirements and on the 8 Gatsby Benchmarks for good career 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

(see Appendix 1), and will provide opportunities for pupils to:

- Investigate and implement career/post 16 opportunities
- Gain the skills, knowledge and attributes needed to make well-informed, realistic decisions
- Students should be able to plan their future choices and understand how to access IAG
- Students should also understand how educational achievements are linked to maximising their potential future choices
- To actively engage with employers to ensure that young people get to experience a workplace setting
- Engage with FE and HE and Apprenticeship providers to ensure students are aware of options post BDB School.

4 | IMPLEMENTATION

In order for the aims of IAG to be implemented, the school will ensure that pupils will:

- Gain an understanding of the world of work and will understand their entitlement to continued learning.
- Have the opportunity for individual, impartial careers guidance interviews with a qualified careers advisor.
- Know and understand how to access sources of career/post 16 information and decision making support.
- All students in year 8 meet with a careers advisor prior to choosing their GCSE options.
- All students from Year 10/11 will have individual one-to-one information, advice and guidance.
- Year 11 Pupil Premium and students with Special Educational Needs (SEN), those classified as 'at risk' and or potentially NEET (Not in Employment, Education or Training) will have access to further interviews if required.
- IAG will also be delivered by outside speakers, PSHE days x 6, FE taster days, careers fairs, employee/alumni visits to class to help link subjects to careers, and formal assembly time.
- Support at option evenings will be provided where future matters can be discussed if there are any concerns.

5 | MONITORING AND EVALUATION

Evaluation has a crucial role to play in ensuring that the pupil's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes.

Evaluation of the careers programme is an on-going process and is regularly reviewed and monitored to inform future policy and planning. Evaluation also includes the views of employers, governors, pupils and parents.

The IAG provision is reviewed annually with relevant members of the School Leadership Team and the IAG Coordinator who is also the Careers Leader.

6 | LINKS

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

The policy should be read in conjunction with '[Careers guidance and inspiration in schools](#)' document [DfE March 2015], 'Careers guidance and access for education and training providers' document [DfE January 2018]. It also relates to the [Inspiration vision statement](#) published by the government in September 2013 and Ofsted's '[Going in the right direction report](#)' 'Every Child Matters', and Statutory Guidance: Impartial Careers Education 2010, Quality, Choice and Aspirations 2009.

7 | RESPONSIBILITIES & IMPLEMENTATION

LEADERSHIP AND MANAGEMENT The Pupil Premium (PP) Coordinator, Peter Deam and governors have overall responsibility for CEIAG provision and this area is supported by the careers link governor, Claire Davis. The PP Coordinator line manages CEIAG. Staff contribute to CEIAG through their roles as tutors and subject teachers and we recognise the influential role all staff play in shaping students' career choices. Mrs Safia Eljamaly is the IAG coordinator and CEIAG Lead who sets the strategy, organises, implements and runs the careers programme and also has responsibility for coordinating with Gaynor Eke, Careers Management Consultant, who provides independent careers advice to students.

IMPLEMENTATION OF CAREERS EDUCATION Careers guidance interviews take place on a one to one basis and group basis at crucial decision making points such as GCSE options and post GCSE choices. Careers education is implemented through PSHE days x 6 and sessions delivered during tutor time.

YEAR 7 • Introduction to careers and using Fast Tomato to explore the vast number of jobs available • Visiting the Careers Library, located within the Study Centre • Bespoke Year 7 Careers Booklet • Careers Insight Talks (open to all students) • School Careers Fair • University Subject Taster days

YEAR 8 • Either one-to-one or group sessions related to GCSE options with careers advisor • Looking at GCSE options based on their interests and strengths using Fast Tomato • Careers Insight Talks (open to all students) • School Careers Fair • University Subject Taster days • Bespoke Year 8 Careers Booklet

YEAR 9 • School Careers Fair • Careers Insight Talks (open to all students) • University Subject Taster day (select students) • Enterprise Day •

Year 10 • One-to-one careers interview • Work Experience • School Careers Fair • Visit to Woking College for taster day • Visit to Brooklands College for taster day • CV writing and Interview Skills • Mock Interviews • Bespoke Year 10 Careers Booklet • Lunchtime Careers Insight Talks (open to all students)

YEAR 11 • Post 16 choices assemblies including colleges, apprenticeship, university • Meeting colleges, training providers and apprenticeship workshops • SEN and those identified as potentially at risk of being NEET meet again with careers advisor or Sharon Myers of U-Explore • School Careers Fair • Support with college and apprenticeship applications • Bespoke Year 11 Careers Booklet •

Governing body and specifically careers link governor: To ensure that the school is compliant with legislation and to enable an annual evaluation of careers within the school

Pupil Premium Coordinator, Peter Deam (Line Manager of IAG Coordinator and CEIAG Lead): To enable an annual evaluation of careers within the school ensuring a clear overall strategy for advice and guidance.

IAG Coordinator to ensure that the school maintains its high level of IAG provision for all pupils at all times.

Form Tutors: To act as front line support to IAG and signpost to appropriate support/services

Pastoral Leaders: To oversee the teams they hold responsibility for and ensure appropriate IAG is delivered to all pupils within their managed areas working.

8|POLICY STATEMENT ON PROVIDER ACCESS:

This section of our policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Safia Eljamaly IAG Coordinator and CEIAG Lead. Email; seljamaly@bdb.surrey.sch.uk Telephone: 01932 349696

Opportunities for access

A number of events, integrated into the school careers programme will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Please speak to our Safia Eljamaly to discuss the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the IAG Coordinator.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception, which will be passed to the IAG Coordinator. This information will then be displayed within the Careers Library within the Study Centre and available to all students before and after school and during breaks 1 and 2.

FACT SHEETS

Within this link to the [Office of National Statistics](#) key information can be found about employment within the Surrey area. Follow the [Careers Smart](#) link for the A to Z of occupations/sectors, and for information on routes into the sector; through colleges, universities, training providers etc. it is worth discussing your child's preferred sector and researching how to gain access and who to speak to for more information.

COVID-19

BDB School has increased its number of outside visitors. Where visitors prefer not to come into school we are happy to hold a virtual event/meeting using Microsoft Teams/Zoom in order to meet the needs of our students.

<p>1. A stable careers programme</p>	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Every school 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. <input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the

	careers programme should embed equality and diversity considerations throughout.	individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	<input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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.	<input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

<p>7.Encounters with further and higher education</p>	<p>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.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8.Personal guidance</p>	<p>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.</p>	<p><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>