



**BIDDULPH
HIGH
SCHOOL**

**CAREERS EDUCATION, INFORMATION,
ADVICE AND GUIDANCE POLICY**

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Provider Access Policy. Safeguarding Policy, PSHE policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

1.0 School Vision

Biddulph High School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principles of Biddulph High School makes direct reference to developing:

‘a broad, creative and challenging academic curriculum alongside a full and vibrant range of opportunities enabling every student to explore and develop their interests and skills’

The Local Academy Governing Board have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, information, Advice and Guidance.

2.0 Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stage 3 and Key Stage 4.
 - The policy has been reviewed in line with the recently published DFE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff’ (DFE, January 2018)
 - This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DFE guidance. They can be seen in Appendix 1 of this policy.
 - This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in year 7 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
 - This policy refers to events and opportunities in both key stages and in all years and these events will impact upon all students at the school.
 - All members of staff at Biddulph High School are expected to be aware of this policy and the importance of Careers Education Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the careers advisor
 - It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.
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3.0 Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure all students at the school receive a stable careers programme.
 - To enable all students to learn from information provided by the career and labour market.
 - The CEIAG programme should be individualised and address the needs of each student.
 - To link the curriculum learning to careers learning.
 - To provide students with a series of encounters with employers and employees.
 - To provide students with experiences of workplace(s).
 - To ensure that students have a series of encounters with further and higher education.
 - To provide each student with the opportunity to receive personal guidance.
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4.0 School Responsibilities

The school has a series of statutory duties:

- All students registered with the school must receive independent careers advice in years 9 to 11.
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options.

- There must be an opportunity for education and training providers to access students in year 9 to 11 in order to inform them about approved technical qualifications and apprenticeship. See the Provider Access Policy for further information.
- The school must have a clear policy setting out the manner in which providers will be given access to students – Provider Access Policy.

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy (section 3)

Biddulph High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes into jobs and careers that they will find engaging and rewarding. Good CEIAG widens student's horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek to further improve. This will be done by the personnel involved with the design and delivery of the programme as well as external stakeholders such as Ofsted, Skills funding agency (ESFA), Careers and Enterprise company (CEC) and the North Staffs Careers Hub.

5.0 Governor Responsibilities

The Local Academy Governing Board will ensure that the school has a clear policy on Careers Education, information, Advice and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that the policy is:

- Based on the 8 Gatsby Benchmarks;
- Meeting the school's legal requirements.

The Local Academy Governing Board alongside the PET (Potteries Educational Trust) will ensure that arrangements are in place to allow a wide range of educational and training providers to access students in Year 9 to 11.

There will be a member of the Local Academy Governing Board who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the careers advisor and CEIAG events are supported and monitored.
- A member of the senior leadership team has an overview of the CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as parent surveys.
- Feedback from external visitors to the school such as employers or Ofsted.
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the country.

The school's Local Academy Governing Board will review this policy every three years.

Appendix 1: Summary of the Gatsby Benchmarks

1. A stable careers programme	<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"> - Every school should have a stable, structured careers programme that has explicit backing of the senior leadership team, and has an identified and appropriately trained person responsible for it - 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 - The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2. Learning from career and labour market information	<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"> - 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 - Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children
3. Addressing the needs of each student	<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 careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> - A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions - All pupils should have access to these records to support their career development - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations
4. Linking curriculum learning to careers	<p>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</p>	<ul style="list-style-type: none"> - 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	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can include visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> - Every year, from age 11, pupils should participate in a least one meaningful encounter with an employer. <p>*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.</p>

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	<ul style="list-style-type: none"> - By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time job they may have - By the age of 18, every pupil should have had one further such experience additional to any part time job they may have
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 work place.	<ul style="list-style-type: none"> - 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 - 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>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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	<ul style="list-style-type: none"> - Every pupil should have at least one such interview by the age of 16, and the opportunity for further interviews by the age of 18.

Appendix 2: Careers Charter

Career Provision

Year 9	Year 10	Year 11	Year 12	Year 13
Online careers assessments – available via Unifrog	Online careers assessments – available via Unifrog	Online careers assessment – available on Unifrog	Online careers assessments – available on Unifrog	Online careers assessments – available on Unifrog
School Careers Fair	School Careers Fair	1-2-1 guidance interviews with action plan from careers adviser – follow up appointments as required	1-2-1 guidance interviews with action plan from careers adviser – follow up appointments as required	1-2-1 guidance interviews with action plan from careers adviser – follow up appointments as required
Assemblies with guest speakers	Assemblies with guest speakers	Mock interviews for highlighted students	Planning your future programme	Mock interviews for highlighted students
1-2-1 diagnostic careers meetings with careers adviser for identified students	Student ambassadors from local colleges and universities – attend Parents' Evenings/Open Evenings and other events throughout the year	Apprenticeship workshops for focused students	ALPS programme	Personal Statement writing
Attendance of careers adviser at Parents' Evening	1-2-1 or small group diagnostic meeting with careers adviser for	School Careers Fair	HE+ programme	Careers Fair
College/university visits for identified students	College visits	Completion of Post 16 intentions	Super curricular workshops	CV writing workshops
Within lessons as part of the subject curriculum planning	Assemblies with local colleges/training providers/employers	Assemblies with guest speakers	Work experience opportunities	UCAS Hub
	Workshops in Apprenticeship options, qualification framework	Workshops as required in – stress management, exploring websites, CV's, exploring HE etc.	Attendance of careers adviser at Parents' Evening	Attendance of careers advisor at Parents' Evening
	Work experience	Attendance of careers adviser at Parents' Evenings	Preparing for University applications	Workplace visits
	Attendance by careers adviser at Parents' Evenings	Within lessons as part of the subject curriculum planning	UCAS launch	Oxbridge support
	Within lessons as part of the subject curriculum planning		Careers Fair	University visits