

CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

LEADERSHIP RESPONSIBILITY: MS L HACKLING

DATE: OCTOBER 2022

REVIEW DUE: OCTOBER 2023

HEADTEACHER

SIGNED:



Careers Policy (CEIAG)



Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Bridge Learning Campus. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum. This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

Bridge Learning Campus Career strategy 2021/2022

“Our aspiration is to raise all students’ expectations of what they can achieve in the future through a world-class careers programme. We will achieve this by giving all students the opportunity for meaningful engagement and interactions with employers. We will eliminate inequality of opportunity, increase ambition and enhance their ability to make informed choices”

Aims and objectives

The Bridge Learning campus careers programme aims to:

- Contributing to strategies for raising achievement, particularly by increasing motivation.
- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school, ensuring every student reaches their full potential
- Ensure students’ readiness to take their next step in their learning or career. Bridge Learning Campus follows the principles of the Gatsby Benchmarks.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work and give them access to up to date labour market information and intelligence
- facilitating meaningful encounters with employers for all students
- Empower our students to plan and manage their own futures
- supporting positive transitions post-16
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work and equip students for life in modern Britain.
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting diversity and equality of opportunity while supporting and encouraging social mobility
- support all students to build a successful future as respectful, resilient and responsible citizens

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Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all students can expect:

- The support they need to make the right choices in Y9 and YR11
- Access up-to-date and unbiased information on future learning and training, careers and labour market information (available on our website and through career meetings)
- Support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- At least four meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial careers adviser here at school. The National career service line from 8.00am – 10.00pm daily. 0800 100 900 or by Text (text name and the word ADVICE to 07766 413219)
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school to discuss their son/daughter's progress, at Progress Evenings. In readiness for these events, students' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress. The Careers Leader, as well as education and training providers, attend events for specific year groups. In addition, specialist events for parents include Y9 Options Evening, Post 16 and Careers Evening along

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with both YR10 and YR11 Progress Evenings. Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media.

Delivery & Implementation of the careers programme

Years 7, 8 & 9

Dedicated PSHE lessons in all years include key elements of our careers curriculum.

Lessons include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the options process which takes place in Y8. This is also supported by PSHE programme

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities:

Every year 10 student is encouraged to complete a minimum of one week work experience outside of the school to promote confidence, resilience and help prepare them to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. All students also get visit a 6th form, Carousel of events at a college and 2 days of STEM, confidence and resilience training.

By the end of Y10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed
- Experience a taster day in a sixth form and college setting
- Careers education, information, advice and guidance (CEIAG)
- Learn about the different Post-16 pathways.

Year 11

Key activities: Post 16 applications

Post-16 Students will learn how to write a personal statement for post-16 applications; get support to apply for college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

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By the end of Y11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary – minimum of three per student.
- Continue to develop the skills needed for a successful transition
- Have at least three meetings (small group or one-to-one) with a careers adviser.

Post 16 and Careers Event

Each year, the school gives students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. This day is done through a Careers Fair and gives all students from year 8 -11 to interact with all the local college and sixth forms to see what courses are on offer, it also offers them the opportunity to meet local businesses and apprenticeship providers and gain more information.

Careers advice

All students at school can request an appointment with the careers adviser but, in practice, Y10s and Y11s, are most likely to access the service. Students are also identified for careers meetings based on need and through self-referral. This can be done as follows

- Heads of Year, Pastoral Managers, SENCO Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- Students complete their own careers profiles and booklets from Y7 to Y10 where they're asked about their career and post-16 ideas in Y10. The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need. For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school. Students are made aware of the careers adviser through assemblies and via form tutors. The careers lead runs a careers focused days with years 10 / 11 weekly to drive consistency and ensure all students benefit from a full range of access to the world of careers. This includes inspiration and aspiration / motivational speakers.

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The careers adviser will record action plans. Students will have an electronic copy which is accessed from a desktop or any mobile device, parents and carers can also access this when with the student so

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they can also support the process. The careers leader can also add notes of conversations to the profile. All students will have a calendar of events to track and record any career related activity.

Careers Information

All students have personalised access to their own careers tool which is called Career zone (this can be located on our website under post 16. This digital tool gives them access to their own profile, access colleges, websites and up to date Labour Market information. The careers Office includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

We also work closely with Career ready, Career Pilot to ensure all students have access to up to date information and can link their curriculum choices into careers. Careers Pilot

<https://www.careerpilot.org.uk/>

External providers

Here at Bridge we have forged excellent relationships with many external providers. They include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni.

Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Deputy Head with responsibility for careers and employability, and working with the Assistant Heads and Heads of Year. The Careers leader is Level 6-qualified Careers Adviser and works closely with careers and development institute and is a member Career Development Professionals. Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Tutors and the teaching staff to include careers in the curriculum delivered through our partner Career Ready.

Staff Development

All teaching staff and Tutors are introduced to training and have access to aims of our programme for CEIAG at Bridge Learning campus. This staff development is further enhanced at twilight and additional training events through inset days. The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

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Employer links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections; as well as through the support of the school's Enterprise Advisor (supported through Careers & Enterprise Company). Every year through our careers fair we have 70 employers and colleges supporting our students.

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The destinations of school-leavers are monitored and trends identified. This is captured and held on SIMS for 3 years in line with government requirement

Careers education, information, advice and guidance (CEIAG) Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, mock interviews etc
- gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16.
- Feedback from our careers enterprise coordinator who is part of West of England Careers Hub
- Resourcing and funding supported by the Careers and development institute. This includes support from external providers such as Career ready and local charities who continue to support our school.
- Destination Data