

Wellbrook School: Careers Education Information & Guidance Policy



Compiled:		April 2024
Approved by	Anita Sharma	April 2024
Next Review date		April 2025
Version: Last Reviewed	WBS – CEIAGP001	April 2024

Policy Statement

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

Wellbrook School seeks to maximise the life chances of all of our pupils and so it is crucial to prepare young people for life beyond school and college. The Governance Committee have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

Policy Scope

- The policy has been developed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023) and paragraphs 2(2)(e)(i) – (iii) of the Education (Independent School Standards) Regulations 2014
- It covers Careers Education, Information, Advice and Guidance given to our pupils in Years 6 – 11. This is in reference to the legal duty for all independent schools to provide access to accurate, up-to-date careers guidance for all pupils receiving secondary education - which means it applies to pupils aged at least 12 years (or at least 10 and a half if being educated with senior pupils.)
- The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- This policy is framed around 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 provide opportunities for a range of education and training providers to access all year 8 to 13 pupils (in our case Year 8 to 11) to inform them about approved technical education qualifications and apprenticeships.
- All members of staff at Wellbrook School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the teacher in charge of CEIAG.
- It is important therefore that pupils 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.

Objectives

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

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

School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 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
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 8 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. See Appendix 3. This policy and these arrangements must be published

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

Wellbrook School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g., School Improvement Partner or Ofsted)

The Governance Committee Responsibilities

The Governance Committee will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the legal requirements

The Governance Committee will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 11.

There will be a member of the Governance Committee who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access

Introduction - This section of the policy 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.

All pupils in years 8 - 11 are entitled:

- to find out about technical education qualifications and apprenticeships 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.

DfE Guidance says "All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils" Even though we are an independent school, we will follow this regulation – however, we will provide 4 encounters since our school does not have a Key Stage 5 provision.

We will offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

All four encounters must happen for a reasonable period of time during the standard school day.

All pupils must attend.

Providers will be required to provide information to pupils that, as a minimum, includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers,

- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like,
- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- the work of the teacher responsible for CEIAG and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of 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 pupil and parent surveys;
- Feedback from external visitors to the school such as Ofsted;
- the number of pupils 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 county.

The members of the governance committee of Wellbrook School will review this policy every three years.

Appendix 1: 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 pupils, parents, teachers, members of the governance committees and employers.</p>	<ul style="list-style-type: none"> ● 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. ● 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 pupil, 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 pupil	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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.

		<ul style="list-style-type: none"> ● 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.	<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	Every pupil 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.	<ul style="list-style-type: none"> ● Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the pupil 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 pupil 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 jobs they may have. ● By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All pupils 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.	<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.

		*A 'meaningful encounter' is one in which the pupil has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every pupil 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.	<ul style="list-style-type: none"> • 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.

Appendix 2: Wellbrook School Careers Charter

The provision outlined below will be offered according to what is suitable for each pupil. Pupils with severe learning difficulties might only be able to benefit from a fraction of these activities, especially those for whom independent living is the most realistic progression destination. For these students there is a rich programme for developing their independence through the semi-formal curriculum.

Year	Provision
Year 6	<ul style="list-style-type: none"> ● PSHE covers - Dreams and Goals ● Guest speakers
Year 7	<ul style="list-style-type: none"> ● Career Guidance session (1 hour per term) ● PSHE covers - Developing skills and aspirations ● Guest Speakers
Year 8	<ul style="list-style-type: none"> ● Career Guidance session (1 hour per term) ● PSHE covers - Community and careers ● Guest Speakers (1 of which will be a provider of technical education qualifications and apprenticeships opportunities)
Year 9	<ul style="list-style-type: none"> ● Career Guidance session (2 hours per term) ● PSHE covers - Employability skills ● Guest Speakers (1 of which will be a provider of technical education qualifications and apprenticeships opportunities)
Year 10	<ul style="list-style-type: none"> ● Career Guidance session (2 hours per term) ● PSHE covers - Work experience ● Guest Speakers (1 of which will be a provider of technical education qualifications and apprenticeships opportunities) ● 3 visits – Sixth form; Further Education College; Apprenticeship provider ● Work experience or work shadowing
Year 11	<ul style="list-style-type: none"> ● Career Guidance session (2 hours per term) ● PSHE covers - Building for the future and Next steps ● Guest Speakers (1 of which will be a provider of technical education qualifications and apprenticeships opportunities) ● 3 visits – Sixth Form; Further Education College; Apprenticeship provider; University ● Work experience or work shadowing ● Completion of 16 plus forms and career guidance from local authority ● 1 to 1 Personal Guidance Interview with action plan from teacher responsible for CEIAG

Appendix 3: Application for Provider Access

Introduction

This document 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 8-11 are entitled:

- to find out about technical education qualifications and apprenticeships 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 **TBC**.

Telephone:

Email:

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.