

Policy:

Careers and Provider Access

Approval:

Board of Trustees

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**CHELtenham
BOURNside
SCHOOL**

Policies

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1. Purpose

Cheltenham Bournside School is committed to providing our students with a strong programme of careers education information, advice and guidance (CEIAG), which develops their knowledge, skills and self-confidence so they can make informed choices about their future. Our policy aims to ensure that all students have access to impartial CEIAG, in accordance with the January 2018 Statutory guidance released by the Department for Education (DfE), and underpins a wider school career agenda that:

- Makes a major contribution to preparing students for the opportunities, responsibilities and experiences of life beyond school
- Supports young people to achieve their full potential
- Empowers young people to plan and manage their own futures
- Provides comprehensive information which is a key determinant of career choice
- Raises aspirations
- Promotes equality, diversity, social mobility and challenges stereotypes
- Supports young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

2. Context

We run a programme of careers activities across years 7-13, with the aim of building the students' knowledge and understanding of the opportunities available, whether in further education or directly into a work-based training programme. We recognise the importance of our students understanding the work environment and the expectations of them as future trainees, students and employees. We therefore focus on ensuring our students recognise the culture, behaviours and skills sought by employers and universities/colleges, to allow them to be an effective contributor to their organisation and fulfilling their potential.

We are committed to maximising the benefits for students using a whole school approach which involves external providers, employers and both local and national agencies. We aim to prepare our students for greater independence and self-reliance through providing support for managing their time, finances and wellbeing.

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our careers strategy is underpinned by the 8 Gatsby Benchmarks which include:

1. A stable career 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.

For this policy the following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on

their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in-depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and can better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth, one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

3. Student Entitlement

All students in years 8-13 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
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events
- understand how to make applications for the full range of academic and technical courses.

4. Student Outcomes

By the end of Key Stage 3, all students will have:

- a better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- accessed and familiarised themselves with the Careers area on Frog and Xello
- used at least one careers exploration package to research information about opportunities including labour market information (LMI)
- received appropriate advice and guidance on post-14 choices
- linked curriculum learning to careers
- had access to at least one employer/employee experience in each of the years
- had access to at least one opportunity provided by external providers of post 14, 16 and 18 provision.

By the end of Key Stage 4, all students will have:

- enhanced their self-knowledge, career management and other employability skills
- used the Careers Library, Frog Careers section, Xello, Unifrog and other resources to investigate future choices and explore alternative routes to their goals including LMI
- an awareness of employment rights and responsibilities
- accessed advice, guidance and support to help them confirm their choices and consider the implications
- selected and applied for an appropriate opportunity, post 16
- made a back-up plan in case things go better or worse than expected
- had the opportunity to complete a work experience placement
- linked curriculum learning to careers

- had access to at least one employer/employee experience in each of the years
- had access to at least one opportunity provided by external providers of post 14, 16 and 18 provision – including universities.

16-19: by the end of this phase, all students will have:

- extended their self-knowledge, career exploration, career management and other employability skills
- developed their career capital (e.g. with work experience, voluntary work or enrichment options)
- devised a set of personal criteria to help them identify appropriate routes to their goals
- researched, evaluated and obtained guidance on appropriate post 18 options
- selected and applied for an appropriate opportunity, post 18
- made a back-up plan in case things go better or worse than expected
- linked curriculum learning to careers
- had access to at least one employer/employee experience in each of the years
- had access to at least one opportunity provided by external providers of post 18 choices – including at least 2 visits to Further/HE providers.

5. Work Experience

Year 10, 11 and post 16 students are offered work experience during their time at Bournside. Rather than undertake work experience where all students go out at once, we give students the opportunity to decide when it is best for them to complete this valued experience. The school does however highlight appropriate times on the school calendar that students can access work experience and does reserve the right to decline a request if it is requested at a time deemed not appropriate, or not in the best interest of the student.

6. School Management Structure

Careers Leader

Manager and coordinator of CEIAG and WRL – key responsibilities include:

- Development and management of CEIAG and WRL provision within PSCHEE and curriculum lessons, tutor time and whole school events
- Implementation of the Gatsby Benchmarks
- Liaison with external providers who contribute to CEIAG and WRL including parents and carers, FE Colleges, Training Providers, employers and employees, external IAG providers and any other local agencies
- Liaison with subject leaders to establish how their subject contributes to CEIAG and WRL, including contributing to students' knowledge and understanding of the opportunities opened by the subject
- Review and evaluation of provisions with all stakeholders including young people and external IAG providers.

Careers Administrator

Assist the Careers Leader in the above responsibilities and maintain and develop links with external providers who contribute to CEIAG.

Senior Leader

A member of the Senior Leadership Team (SLT) who has direct line management for the work of the Careers Leader.

Careers Link Governor

Link Governor for CEIAG who provides strategic support for the work conducted in this area of our school provision.

Enterprise Adviser

An independent adviser from the world of work who uses their knowledge of the local business landscape to support the careers team to develop an effective careers plan and to create opportunities with their business contacts for the school.

7. Provider Access

In order to provide our students with the very best CEIAG, we strive to use the support of external providers to enrich and enhance the quality of the information students receive. We welcome the expert advice and support that external providers can bring and encourage those who are willing to support our Careers Strategy to make contact.

A provider wishing to request access should contact our Careers Leader; details of which are published on our school website, stating who they are, their business/company interest and detail regarding the nature of their request.

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:

Year	Autumn Term	Spring Term	Summer Term
7	<ul style="list-style-type: none"> Tutor Time Activities Financial Capability What are careers? – PSCHEE lessons 	<ul style="list-style-type: none"> National Careers Week – icould videos National Apprenticeship Week 	<ul style="list-style-type: none"> STEM Careers Day
8	<ul style="list-style-type: none"> Tutor Time Activities 	<ul style="list-style-type: none"> National Careers Week – icould videos National Apprenticeship Week Racing to school – Maths and careers 	<ul style="list-style-type: none"> Real Game and Job Families – PSCHEE STEM activity – Solar Powered Cars
9	<ul style="list-style-type: none"> Options Process – Xello Careers Package and Careers Talks Careers Fair – business, training providers and education providers invited 	<ul style="list-style-type: none"> Options process continues including presentations in school and information evening Enterprise Day including Financial Capability and Business challenge National Careers Week – icould videos National Apprenticeship Week International Women’s Day – STEM Visit to University 	<ul style="list-style-type: none"> Tutor Time Activities
10	<ul style="list-style-type: none"> Rights and responsibilities in the workplace – half year group 	<ul style="list-style-type: none"> Financial capability Introduction to Apprenticeships – ASK presentation and 	<ul style="list-style-type: none"> Rights and responsibilities in the workplace – half year group

	<ul style="list-style-type: none"> • Careers Fair – business, training providers and education providers invited • Work experience assembly • South West Apprenticeship Fair 	<p>assemblies – meet the apprentice</p> <ul style="list-style-type: none"> • National Careers Week – icould videos • National Apprenticeship Week • International Women’s Day – STEM • Personality profiling – employability – Introduction to Unifrog • Application, CV and letter writing in tutor time in preparation for Mock Interviews, Work Experience and any part time work 	<ul style="list-style-type: none"> • Post 16 Experience Days • Work Experience preparation and preliminary visits • Work Experience placements • Taster sessions at colleges
11	<ul style="list-style-type: none"> • Post 16 option process – including visits from Post 16 Providers • Financial capability • Careers Fair – business, training providers and education providers invited • NCS assembly 	<ul style="list-style-type: none"> • Post 16 options process • Mock Interviews • Destinations Interviews • National Careers Week – icould videos • National Apprenticeship Week • International Women’s Day - STEM 	<ul style="list-style-type: none"> • Work with any student still unplaced or at risk of NEET– support from FE providers, Youth Support, Prospect Training, Young Gloucestershire • Work Experience preparation and preliminary visits • Work Experience placements
12	<ul style="list-style-type: none"> • Education for life programme • Careers Fair – business, training providers and education providers invited • South West Apprenticeship Show • Work Experience Assembly 	<ul style="list-style-type: none"> • Education for life programme • National Careers Week • National Apprenticeship Week • International Women’s Day - STEM 	<ul style="list-style-type: none"> • Education for life programme • Work Experience preliminary visits • Destination Day & Evening – University and Alternative Provision • Mock Interviews – universities, apprenticeships and employers • Work Experience placements • Visit to university
13	<ul style="list-style-type: none"> • Education for life programme • Careers Fair – business, training providers and education providers invited 	<ul style="list-style-type: none"> • Education for life programme • National Careers Week • National Apprenticeship Week • International Women’s Day - STEM 	<ul style="list-style-type: none"> • Education for life programme • Work Experience preliminary visits • Work Experience placements

Premises and facilities

The school will make appropriate school facilities available for discussions between the provider and students, conducive to the activity outlined. The school will also make available audio-visual and other specialist equipment to support provider presentations, where at all possible. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre. The Resource Centre is available to all students at break, lunch, registration and during scheduled careers lessons as part of the PSCH EE and Education for Life programmes in key stages 3, 4, and 5.