



Careers Education, Information, Advice and Guidance Policy

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Linked policies

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2023

- Compliance Check: TBC
- Review Period: 3 Years
- Review Date: March 2026

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Backwell School is committed to enabling and ensuring that all its young people become successful, independent and enterprising young people who enjoy learning and achieve their best in all that they do. The school endeavours to develop confident individuals who are able to live safe, healthy and fulfilling lives and who are able to make a positive contribution to their local, national and global communities. Backwell School recognises that in order to achieve this vision, it is essential that every Backwell student has access to high quality Careers education, information, advice and guidance that will fully prepare them for life in modern Britain. The school strives to ensure that students have the knowledge, understanding, confidence and skills to make informed choices and to plan for their future learning and career.
- 1.2 The governing body 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

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- 2.2 The policy also applies to Year 11 and 13 students after they finish their examinations in June 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 11/13, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the Skills and Post-16 Education Act 2022 and the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE, January 2023)
- 2.4 This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 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 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. It accepts that Backwell School will provide six encounters with a provider of technical education or apprenticeships for Year 8 to 13 pupils; two mandatory and meaningful encounters in Years 8 - 9, two further mandatory and meaningful encounters in Years 10 - 11 and two optional encounters at KS5

- 2.6 This policy refers to events and opportunities in every Key Stage and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at Backwell 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.
- 2.8 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.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- To ensure that 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 individual 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

4.0 School Responsibilities

- 4.1 The school has a series of statutory duties:
- All registered pupils at the school have access to independent careers advice in Years 7- 13
 - 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 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 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 cf. Section 3
- 4.3 Backwell 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. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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.
- 4.4 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 (eg. School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

- 5.1 The governing body 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 school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

- 6.1 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. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All pupils in years 7-13 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.
- 6.3 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
- 6.4 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

7.0 Monitoring, Evaluation and Review

- 7.1 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 CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
- Feedback from stakeholders through mechanisms such as the LSP student, Staff and Parent/Carer surveys
 - Feedback from students via MS forms after specific events and through tracking interactions on Unifrog and skills development via the Future Skills Questionnaire;
 - Feedback from external visitors to the school such as the School Improvement Partner (SIP), Challenge Partners QAR visits or Ofsted;
 - Destinations data and 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 county.
- 7.3 The governors of Backwell School will review this policy every three years.

<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"> ○ 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.
<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"> ○ 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.
<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 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 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.	<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 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 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 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.	<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 student has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	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.	<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.

Yr	Term 1 Sept 5 – Oct 21	Term 2 Oct 31 – Dec 16	Term 3 Jan 4 – Feb 10	Term 4 Feb 20 – Mar 31	Term 5 Apr 17 – May 26	Term 6 Jun 5 – Jul 21
7			<p>PSHE/UNIFROG Intro to Careers</p> <p>Careers and Unifrog Assembly 23 Jan</p> <p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar</p> <p><i>Employer Encounter</i></p>		<p>Employers at Adventure Wales ENRICHMENT WEEK 26-30 June</p> <p>Future Skills Questionnaire</p>
8	<p>STEM Trip to SEE MONSTER installation 10 Oct</p>	<p>PSHE/UNIFROG Aspirations and Expectations</p> <p>Your Green Future Skills Programme ongoing</p>	<p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>Vocational Route Assembly 21 Feb</p> <p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar <i>Industrial Cadets trip to Stantec</i></p>	<p><i>LMI Assembly</i></p>	<p>Employer Trip involvement ENRICHMENT WEEK 26-30 June</p> <p><i>VWEX Day</i></p> <p>Future Skills Questionnaire</p>
9			<p>PSHE/UNIFROG Options/Decisions</p> <p>Vocational Route Assembly 6 Jan</p> <p>KS4 options Evening 26 Jan</p> <p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>PSHE/UNIFROG Career Sectors</p> <p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar</p>	<p><i>LMI Assembly</i></p> <p><i>Speed Networking Event</i></p>	<p>Employer and Falmouth University involvement</p> <p>ENRICHMENT WEEK 26-30 June</p> <p>Future Skills Questionnaire</p>

The Careers programme is fluid and may change as the year progresses

10	<p>Parents' Info Evening on work experience 15 Sept</p> <p>Assembly Introduction to work experience Recorded in tutor time</p>	<p>PSHE/UNIFROG All about Jobs - Applications, Law, Payslips</p> <p>Navy Cookery demo to GCSE Food Students 2 Nov</p>	<p>PSHE/UNIFROG Interviews</p> <p>MOCK INTERVIEW DAY 26 Jan</p> <p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar</p>	<p>Assembly college options <i>LMI Assembly</i></p>	<p>PSHE/UNIFROG Work Experience prep/review</p> <p>Assembly on college options in SMSC (x 2, 1 for each line)</p> <p>WORK EXPERIENCE WEEK 26-30 June</p> <p>Weston College taster 6 July</p> <p>Business trip to Cadbury World</p> <p>Future Skills Questionnaire</p>
11	<p>PSHE/UNIFROG Post-16 options</p> <p>1-1 guidance interviews start (runs until May)</p>	<p>Sixth Form Open Evening 17 Nov</p> <p>Assembly post 16 options 2 Nov / 8 Nov</p> <p>Post-16 College Fair 22 Nov / 30 Nov</p>	<p>Sixth Form subject choice appointments Feb/Mar</p> <p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar</p> <p>Apprenticeships Parents Workshop 14 Mar</p>	<p><i>LMI Assembly</i></p> <p>Exit Questionnaire</p>	<p>Sixth Form Induction Day</p> <p>Ongoing Post-16 destination support. LSP Exit Questionnaire</p>
12	<p>PSHE/UNIFROG Career Management</p> <p>Trip to RAF Brize Norton 19 Oct</p> <p>Tall Ships assembly 6 Oct</p>	<p>PSHE/UNIFROG Applications and Interviews</p> <p>Why go to University Talk 3 Nov</p> <p>Why Do Apprenticeship Talk 17 Nov</p>	<p>PSHE/UNIFROG Changing World of Work.</p> <p>Textiles trip to The Bristol Old Vic</p> <p>Art Foundation Year Talks 12 and 26 Jan</p>	<p>PSHE/UNIFROG Workplace Skills 1</p> <p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar</p>	<p>PSHE/UNIFROG Future Plans</p> <p>Employability Award lecture on presentations 11 May</p> <p>Employability Award MOCK INTERVIEWS</p>	<p>PSHE/UNIFROG Workplace Skills 2</p> <p>Bath University trip 26 June</p> <p>FUTURE SKILLS WEEK 26-30 June</p>

	<p>Access to Bristol assembly and support 29 Sept</p> <p>Employability Award lecture launch 5 Sept</p> <p>Employability Award lecture work experience 13 Oct</p> <p>Medical WEX Clevedon Medical Centre 25 Oct</p>	<p>Product Design Course with Artichoke School of Furniture Each week</p> <p>Law work experience at HMRC 8-10 Nov</p> <p>LSP Business Breakfast – Gordano School 2 Dec</p>	<p>Jobs of the Future Assembly (UWE) 2 Feb</p> <p>National Apprenticeship week 6-12 Feb</p> <p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>Employability Award lecture on interviews 16 Mar</p> <p><i>Debating workshop</i></p> <p><i>Physics trip to Rutherford Labs</i></p>	<p><i>Assembly on studying abroad</i></p> <p><i>UHB medical work experience</i></p> <p><i>LSP Employability Conference</i></p>	<p>Early support for competitive university applications</p> <p>Oxford University trip 8 June</p> <p><i>GP medical work experience</i></p> <p><i>International Trade Competition</i></p> <p><i>ICAEW Skills Day</i></p> <p>Future Skills Questionnaire</p>
13	<p>PSHE/UNIFROG Applications / Interviews</p> <p>Post-18 future plans support ongoing</p> <p>Talk on interviews by Cambridge University 19 Oct</p>	<p>PSHE/UNIFROG Finance and Employment Law</p> <p>Post-18 future plans support ongoing</p> <p>Mock interviews for selective courses ongoing</p>	<p>PSHE/UNIFROG Networks and Support</p> <p>Art Foundation Year Talks 12 and 26 Jan</p> <p>Parent Apprenticeship Roadshow 7 Feb</p>	<p>Assembly on Student Finance</p> <p>National Careers Week 6-10 Mar</p> <p>CAREERS FAIR 7 Mar</p> <p>Apprenticeships Workshop – Parents/Carers 14 Mar</p> <p><i>Debating workshop</i></p>	<p>Assembly on transitions (alumni)</p> <p>Backwell School Exit Questionnaire</p>	<p>Ongoing Post-18 plans support</p>

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 and the Skills and Post-16 Act 2022.

Pupil entitlement

All pupils in years 7-13 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous Providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Weston College
- City of Bristol College
- ASK

Destination of our pupils

In the last 3 years our year 11 pupils moved to range of providers in the local area after school:

Destination		2020		2021		2022
Backwell School	173	60.1%	182	61.5%	131	49.6%
College BTEC L1/2	30	10.4%	30	10.1%	25	9.5%
College BTEC L3	40	13.9%	42	14.2%	59	22.3%
College A or T Levels	6	2.1%	9	3.0%	19	7.2%
Other Sixth Forms	26	9.0%	27	9.1%	22	8.3%
Apprenticeships	6	2.1%	2	0.7%	5	1.9%
Other (Sports, Home Ed, Moved away, Armed	5	1.7%	1	0.3%	3	1.1%
Unknown or NEET	2	0.7%	3	1.0%	0	0.0%
	288		296		264	

Last year our year 13 pupils moved to range of providers in the local area after school:

University 60%
Apprenticeship 3%
Art Foundation 4%
Gap Year/employment 33%

The most popular University destinations for students in this year group were Cardiff, UWE and Plymouth

Management of provider access requests

Procedure

A provider wishing to request access should contact Rose Haywood (Assistant Headteacher, Head of Sixth Form and Careers Leader) and/or Charlotte Ball (Careers coordinator and advisor)

Telephone: 01275 463371

Email: rhaywood@backwellschool.net, cball@backwellschool.net

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 Programme which can be seen on the school website and in the above Appendix 2

Please speak to our Careers Coordinator and Advisor to identify 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 pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers Leader Rose Haywood (rhaywood@backwellschool.net)