

<b>Policy Name:</b>	<b>BCCS Careers Education, Information, Advice and Guidance Policy</b>	
<b>Review Cycle:</b>	Every 3 years	
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<b>Approved by:</b>	BCCS Local Governing Body	<b>Date:</b> June 2021

<b>Date</b>	<b>Summary of Changes</b>
30.06.2021	High level review for LGB approval

## **BCCS Careers Education, Information, Advice and Guidance Policy**

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### Linked Documents

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

Adopted by the Governing Body:

Review Period: 3 years

Review Date: June 2023

## **Careers Education, Information, Advice and Guidance Policy**

### **1.0 School Vision**

1.1 Bristol Cathedral Choir School seeks to ensure all students achieve their full potential by providing access to differentiated, impartial and independent information and guidance around a range of career options so as to support well-informed choices for progression. As such the school vision for Careers states: 'The BCCS CEIAG Programme will establish lifelong careers management skills empowering ALL students to make sense of their education, be confident during and in preparation for career transition and enable them to take control of, and responsibility for, career planning and progression.'

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 students 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.

2.3 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)

2.4 This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. 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 Years 8 to 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities across all Key Stages and in all years as these events will impact upon all students at the school.

2.7 All members of staff at BCCS 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 a shared responsibility for all staff.

2.8 BCCS students should leave school aware of themselves as individuals, aware of the opportunities available and able to make decisions about their career planning. 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 Aims:**

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

3.1.1 Provide good quality independent and impartial careers advice to students which inspires and motivates them to fulfil their potential

3.1.2 Provide advice and guidance which is in the best interest of students

3.1.3 Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers

3.1.4 Provide opportunities to work in partnership with employers, training providers, local FE/HE institutions and other organisation to inspire students through real-life contact with the world of work

3.1.5 Develop enterprise and employability skills including skills for self-employment

3.1.6 Support inclusion, challenge stereotyping and promote equality of opportunity

3.1.7 Encourage students to see career development as a life-long process

3.1.8 Support students at key transition points

### **4.0 School Responsibilities**

4.1 The school has a series of statutory duties:

4.1.1 All registered students at the school are entitled to receive independent careers advice at least once by Yr 11 and a further opportunity by Yr 13

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the pupil

4.1.5 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.

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published.

4.2 The school will ensure its CEIAG programme meets/is working towards meeting all eight Gatsby Benchmarks to meet best practice. A summary of these can be seen in Appendix 1.

4.3 BCCS will operate the CEIAG programme under the philosophy that good CEIAG connects learning to the future. It motivates young people by offering a clearer idea of the routes to jobs and careers students will find engaging and rewarding. Good CEIAG widens 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.

4.4 The school will continuously monitor/track its CEIAG programme in order to offer and seek further improvement. This will be achieved by continual feedback from key stakeholders to the programme – students, parents, teachers, employers, external organisations.

## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that BCCS 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:

5.1.1 As a minimum meeting the eight Gatsby Benchmarks

5.1.2 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 8 – 11.

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 8-13 are entitled:

6.2.1 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;

6.2.2 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;

6.2.3 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 work with external providers to identify the most effective opportunity to share information about education and training opportunities

## **7.0 Monitoring, Evaluation and Review**

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Leader and CEIAG events are supported, including resources and funding as well as monitored

7.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports back regularly

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

7.2.1 Feedback from key stakeholders through mechanisms such as surveys and focus groups (e.g. Future First student survey);

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2 Destination data to identify maintained destinations as well as students who are NEET. 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 This policy will be reviewed every three years.

## The Gatsby Benchmarks

## Appendix 1

<p><b>1. A stable careers programme</b></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"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></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"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></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"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<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"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM</li> </ul>

		subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<b>5.Encounters with employers and employees</b>	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"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <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>
<b>6.Experiences of workplaces</b>	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"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	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"> <li>• 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.</li> <li>• 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.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	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"> <li>• 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.</li> </ul>



# BCCS futures Charter



## KEY STAGE 3

### Year 7

- PSHE Programme
- Employer/STEAM Encounter/s
- Take your child to work day

### Year 8

- PSHE Programme
- Employer/STEAM Encounter/s
- Take your child to work day
- University visits (identified students)

### Year 9

- PSHE Programme
- Employer/STEAM Encounter/s
- Options day/Options evening
- WEX – early introduction
- FE/HE/Apprenticeship providers event
- Mentoring (identified students)
- Take your child to work day
- University visits (identified students)

- Parental/Student information events
- Tutor Activities/Assemblies/Guest Talks
- National Careers/Apprenticeship Weeks
- Careers Adviser at Parents' evenings
- BCCS Alumni Access

## KEY STAGE 4

### Year 10

- Work Experience/ WEX Preparation
- Employer/STEAM Encounter/s
- University visits (identified students)
- PSHE Programme
- FE/HE/Apprenticeship providers event

### Year 11

- Work Experience/WEX Preparation
- Independent Careers Guidance
- Mock Interviews
- 6<sup>th</sup> Form Option Evening/Taster days
- Employer/STEAM Encounter/s
- FE/HE/Apprenticeship providers event
- University talk
- PSHE Programme
- Apprenticeship Workshops/Factfiles

## WHOLE SCHOOL CAREERS

- Enterprise Competitions
- Apprenticeship events
- Careers Student Bulletin
- Alternative Providers Presentations

## KEY STAGE 5

### Year 12

- IAG Programme
- Work Experience
- Independent Careers Guidance
- UCAS Programme (inc UCAS convention)
- Business Breakfasts
- University/FE visits
- Volunteering
- Apprenticeship Workshops/Factfiles
- Mock interviews
- HE+

### Year 13

- IAG Programme
- Independent Careers Guidance
- UCAS Programme
- Business Breakfasts
- University/FE visits
- Volunteering
- Apprenticeship workshops

- Careers Website
- Careers Personal Passport – Grofar/Unifrog
- Tailored Careers Programme (identified students)
- External Careers & Job fair/s
- Displays (Departmental/futures Zone)

### **Bristol Cathedral Choir: School Provider Access Policy**

#### **Introduction**

This policy statement 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 8-13 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.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact Paul Mann, Careers Leader, Telephone: 0117 353 5000, Email: pmann@bristolcathedral.org.uk

##### **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. These events can be identified within the Careers Calendar as found on the school website. Please speak to our Careers Leader to identify the most suitable opportunity for you.

##### **Premises and facilities**

The school will make the theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV equipment to support provider presentations. This can be discussed and agreed in advance of the visit with the Careers Leader or a member of the careers team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, located in the library. The Careers Resource Centre is available to all students at lunch and break times.