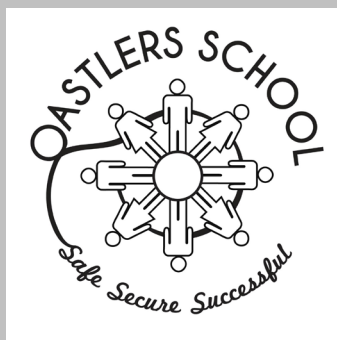


Careers Education, Information, Advice & Guidance Policy



Oastlers Policy

Approved by Governing Body On	September 2020
To be Reviewed On	September 2022
Signed on Behalf of the Governing Body	Sue Mawson

1. Careers Vision

Oastlers careers vision aligns with the school's ethos of being a safe, secure and successful environment for our learners to flourish and develop their self-belief and confidence.

Our rationale is based on developing a planned programme of activities to help learners make decisions and plan their careers, both in school and after they leave. Careers guidance is underpinned by our nurture-based environment that builds positive relationships right across the school.

Initially our vision seeks to raise aspirations in Key Stage 3 (KS3), our intent is to include;

- Learners' dreams and aspirations
- Social justice
- Future of work
- Financial literacy

Within Key Stage 4 (KS4) and Post 16 we build on this by developing;

- Work related learning
- Placements
- Employability
- Targeted careers guidance

All of these activities will be within the framework of the 8 Gatsby Benchmarks.

2. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance (CEIAG) provided to learners in KS3, KS4 and Post 16. The policy has been reviewed in line with DfE guidance document "Careers guidance and access for education and training providers" – Statutory guidance for governing bodies, school leavers and school staff. (DfE, October 2018). This policy accepts the 8 Gatsby Charitable Foundation's Benchmarks as set out in the DfE guidance (Appendix 1).

Our policy development is based on a two-year cycle ensuring it remains a living and working document. The introduction of a new vocational site in mid-2021 will widen our scope to include a vocational based offer and plans will start in September 2020 to build our scope for this site.

The implementation of our policy will be inclusive across a range of groups including:

- Learners
Each learner is entitled to a high-quality career education and guidance as part of their overall education. Through our programme (appendix 2) we will deliver a variety of activities with a range of resources enabling our learners to access a programme that is consistent and relevant to each individual. We will through our student council engage with learners to ensure they have a voice in this process that is respected and listened to.

- Staff

All staff are expected to contribute to the career learning and development of learners. To meet the training needs that arise from this will be aligned in the staff development plan. Staff will have a clear understanding of the role of the careers lead (Appendix 3) through staff training, they will be consulted and asked to contribute to the wider career curriculum engagement throughout the year.

All members of staff at Oastlers are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of learners; CEIAG is not the sole responsibility of the Careers Advisor.

The planning of this policy is informed by conversations across the staff team with input from Key Stage Leaders. Their input helps shape delivery; in the classroom with curriculum focused activities, by engaging with external providers and ensuring our parents and carers are fully informed of our provision.

- Parents / carers

We recognise the important role that parents and carers have in their child's career development. We will continue to consult and engage with parents and carers across a number of channels. Every Education, Health and Care (EHC) Plan meeting includes career discussions, our website and newsletters continue to promote our careers activities. Coffee morning and events such as the Spring Fayre will continue to include opportunities to meet providers and employers for all family members.

- Governors

The governing body has a key role in ensuring schools not only meet their legal requirements, but also equips learners with the tools and knowledge to make informed choices about their futures. Our programme will be closely monitored by governors in line with all other strategic policies.

- External stakeholders

We will continue to collaborate in the design of our policy with a wide range of external stakeholders, continuing to build working partnerships with employers across a range of sectors. We will continue to collaborate with the Local Enterprise Partnership (LEP) and our Enterprise Co-ordinator alongside other agencies such as JC+, learning and apprenticeship providers.

We will continue dialogue with Further Education Providers and aim to build better links with Higher Education. It is vital we continue to develop careers links with other local authorities as these are vital to assist with our Looked After Children from other authorities.

3. Objectives

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

- To ensure that all learners receive a stable and bespoke careers programme
- Empower young people to plan and manage their own futures
- Actively promote equality of opportunity and challenge stereotypes
- Help young people to progress and track their progression and destinations
- To introduce learners to information about our local labour market
- To link the curriculum learning to careers education and the needs of business, industry and the community
- To provide learners with a series of encounters with employers and their employees across a range of sectors
- To ensure that learners have a series of encounters with further and higher education providers and support organisations such as Jobcentre Plus
- Access to local career fairs and events such as Bradford Manufacturing Week
- Introduce learners to apprenticeship pathways and how to access them
- To provide each learner from year 9 with an opportunity to receive personal guidance, whilst introducing years 7 and 8 to the concept

4. Management and Delivery

Delivery of the policy will align to the Gatsby Benchmarks which will help inform performance against all targets set. The three key groups involved in the oversight and management of the policy are as follows:

Governing Body

The governing body will ensure the CEIAG policy is clearly communicated to all stakeholders, meets the school's legal requirements and is based on the eight Gatsby Benchmarks.

Senior Leadership Team (SLT)

The senior leadership team will use the policy to ensure that the school is meeting its statutory duties, has a clear commitment to careers guidance and the careers provision contributes to the achievement of the school improvement plan.

SLT under the leadership of the Headteacher will ensure that:

- The work of the Careers Lead and the working group are supported and monitored
- A member of SLT has an overview of CEIAG work and reports regularly back to them
- Adequate resources are allocated for the selection, purchase, adaptation and development of learning materials
- The lead governor is regularly debriefed on the progress against targets throughout the academic year

Careers Working Group

This working group will be made up of all staff who have direct input into the delivery of the policy within school. The team will look to utilise the expertise of external support such as our external careers advisor, enterprise coordinator and LEP adviser. The team will work with staff to ensure consistent provision across the Gatsby Benchmarks.

The team consists of:

- Robert Fairbairn Head of Centre/Careers Lead
- Sean Regan Head of Post 16
- Fiona Graham SENCO
- Christian Baines Work Placement Coordinator

The group will ensure the careers programme and external CEIAG is monitored, reviewed and evaluated in a timely fashion. Any member of the careers working group on 01274 307456.

Monitoring the programme will be achieved through record keeping, tracking and observation. We will evaluate our performance within a reporting cycle. The Careers Working Group will meet once per month and report into SLT. Reports will then be submitted to the quarterly governing body meetings.

We will work with the LEP and track our progress through the Compass audit tool, highlighting progress through our internal channels of SLT and the governing body.

5. Learner Entitlement and Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at Oasters 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.

The policy will be reviewed by the senior leadership team annually and submitted to the governing body for approval.

All learners in years 8 to 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. These may be accessed remotely due to COVID 19 restrictions.
- To understand how to make applications for the full range of academic and technical courses.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to learners and/or their parents/carers, subject to our robust risk assessment criteria aligned to the recent COVID 19 guidance.

The school's policy on safeguarding sets out our approach to allowing providers into the school as visitors to talk to our learners. These can be found on the school's website.

The school will make the small hall, classrooms and meeting rooms available for discussions between the provider and learners, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the IAG leader or the school business manager.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the reception. Any provider wishing to request access should contact:

Robert Fairbairn.

Telephone 01274 307456

Email: Robert.fairbairn@oastlers.co.uk

The Gatsby Benchmarks

Appendix 1

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 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.
2. Learning from career and labour market information	<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.
3. Addressing the needs of each student	<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. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<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"> • 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	<p>Every student should have multiple opportunities to learn from employers about</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with

	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.	an employer. *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.
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.

Careers Programme

Appendix 2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
7	Bradford Manufacturing Week (BMW) -remote employer engagement. Armed Forces team building activities	Parent consultation Curriculum activities: <ul style="list-style-type: none"> Learner dreams and aspirations STEM activities Additional BMW activities via youtube	Curriculum activities: <ul style="list-style-type: none"> Social justice Additional BMW activities via youtube	Curriculum activities: <ul style="list-style-type: none"> The future of work STEM activities Additional BMW activities via youtube	West Yorkshire Learning Providers, KS3 apprenticeship assemblies (pre-recorded)
8	Bradford Manufacturing Week - remote employer engagement. Armed Forces team building activities	Parent consultation Curriculum activities: <ul style="list-style-type: none"> Learner dreams and aspirations STEM activities 	Class introduction to careers advisor – group sessions West Yorkshire Learning Providers (ASK), KS3 apprenticeship assemblies (pre-recorded)	Curriculum activities: <ul style="list-style-type: none"> The future of work STEM activities Additional BMW activities via youtube	Employer engagement via Microsoft Teams Curriculum activities: Social justice
9	Bradford Manufacturing Week - remote employer engagement Armed Forces team building activities	Parent consultation CV writing, applications & interview skills from external agency	Curriculum activities: Financial literacy and employability West Yorkshire Learning Providers (ASK), KS3 apprenticeship assemblies (pre-recorded)	Year 9 Option Event -choice for GCSE's Employer engagement via Microsoft Teams	Jobcentre Plus introduction to the jobs market. Presentation via Teams Careers advice and guidance 1-2-1 meeting with external careers advisor
10	Bradford Manufacturing Week - remote employer engagement Armed Forces team building activities	Parent consultation Curriculum activities: Financial literacy and employability	CV writing, applications & interview skills from external agency West Yorkshire Learning Providers (ASK), apprenticeship presentations (pre-recorded) Careers advice and guidance 1-2-1 meeting with external careers advisor	West Yorkshire Learning Providers (ASK), interactive virtual workshops Curriculum activities: Financial literacy and employability Further Education assemblies	Work Experience – Remote employer led site tours building on BMW engagement Give Construction a Try event
11	Bradford Manufacturing Week - remote employer engagement Armed Forces team building activities	Parent consultation Jobcentre Plus. Labour market presentation via Teams Careers advice and guidance 1-2-1 meeting with external careers advisor	CV writing, applications & interview skills from external agency Curriculum activities: Financial literacy and employability	Further Education assemblies Transitional support from careers team ASK - interactive virtual workshops (apprentices)	Transitional support from careers team and external careers advisor
Post 16	Bradford Manufacturing Week - remote employer engagement Careers advice and guidance 1-2-1 meeting with external careers advisor	Jobcentre Plus. Labour market presentation via Teams	Curriculum activities: Employability CV writing, applications & interview skills from external agency	Curriculum activities: Financial literacy and employability	Transitional support from careers team and external careers advisor Give Construction a Try event

Leadership:

- Advise senior leaders on policy, strategy and resources for CEIAG
- Report to the headteacher and link governor
- Review and evaluate the programme of CIEAG
- Prepare and implement a development plan for CEIAG

Co-ordination:

- Managing the provision of careers information
- Liaising with teachers and staff in school to plan and promote careers in the curriculum
- Liaise with the head of sixth form, SENCO and the schools pastoral lead to identify learners needing guidance
- Referring all learners to the school's link careers advisor

Project Management:

- Plan the scheme of work for careers education
- Offer training, support and advice to the teaching staff on careers education
- Monitor the quality of teaching and learning of careers education
- Monitor access to, and take up, of a careers advice

Networking:

- Establish and maintain a link between FE colleges, universities and apprenticeship providers
- Working with external agencies including the Careers and Enterprise Company, LEP and Enterprise Co-ordinators
- Establishing and maintaining links between the school and employers
- Establishing links with LA service providers for our most vulnerable learners