

Bedford High School
A Specialist Business and Enterprise College
To Care To Learn To Achieve



Careers Education Advice and Guidance (CEIAG) Policy

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Changes History

Version	Date	Description/Change	Page

Statement of Intent

Bedford High School's careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Our Vision

The vision of our careers team is that students will leave our school with the drive and ambition to accomplish their chosen career pathway, and that they will become ambitious, successful, caring citizens equipped with the confidence and skills capable of making decisions in any given situation.

Our careers programme develops student's confidence and independence; it aims to remove barriers to ensure students' readiness to take their next step in their learning or career. The objectives for the careers programme are as follows:

helping students to understand the changing world of work

facilitating meaningful encounters with employers for all students

supporting positive transitions post 16

enabling students to develop the research skills to find out about opportunities

helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work

encouraging participation in continued learning, higher education and apprenticeships

supporting inclusion, challenging stereotyping and promoting equality of opportunity

contributing to strategies for raising achievement, particularly by increasing motivation.

The programme has been designed to align with the eight Gatsby Benchmarks which have been recognised by the government as outlining the requirements of an excellent careers programme.

2. Context

Bedford High School is an inclusive, mixed gender comprehensive school, with approximately 1100 students on roll. The demographics of our students are largely of white British ethnic origin, who mostly have English as a first language. Our number of EAL students on roll is significantly lower than the national average. A high proportion of students are eligible for free school meals, which is consistently higher than national average.

At Bedford High School we provide a CEIAG provision to all students across both key stages. Our provision is reviewed annually and takes into account our contextual picture and up to date labour market information (LMI).

Bedford High School is committed to providing all students in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

In July 2015 Bedford High School obtained the national 'Quality in Careers Standard Award'. The award has since been revalidated annually.

Our CEIAG programme has been developed by using following guidance:

The PSHE Association: 'Programme of Study for PSHE Education (Key stages 1–5)

The DfE Guidance:

Careers guidance and access for education and training providers (October 2018)

The Careers Strategy (2017)

Good Career Guidance Reaching the Gatsby Benchmarks (January 2018)

CDI Careers Framework (2022)

3. Definition

Careers Education, Information, Advice and Guidance is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

4. Provision

The CEIAG provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including:

CEIAG lessons provided within the PDE curriculum

Cross-curricular CEIAG linked directly to subject areas

Form tutor programme

IAG provided by Aspiring Futures

Enrichment opportunities

Awareness Weeks

Assemblies

Trips (e.g. University, College trips)

Workshops

Mock Interviews

Careers Fair

Business Partnership Programme

Alumni Programme

We have developed the curriculum in consultation with our Careers and Enterprise advisor, parents, students and staff.

5. Roles and Responsibilities

5.1 The governing body

The governing body will approve the CEIAG policy, and hold the headteacher to account for its implementation.

The governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in the statutory guidance.

The linked governor for CEIAG takes a strategic interest in careers education and guidance and encourages employer engagement.

The linked governor will meet periodically with the Director of Learning to discuss the implementation of the policy and developments to the CEIAG provision.

The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-11 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published.

5.2 The Headteacher

The headteacher is responsible for ensuring that CEIAG is delivered consistently across both key stages.

5.3 The Director of Learning/Careers Leader

The Careers Leader/ Director of Learning is responsible for the strategic development of CEIAG and its whole school implementation.

Ensures the school has a good careers programme that meets the expectations set out in Gatsby Benchmarks.

Ensures the school website has published its details of the careers programme.

Ensures the destinations of young people from the school are tracked and that this information is used to improve effectiveness of the school's careers programme.

5.4 Staff

The PDE T&L coordinator is responsible for CEIAG delivery within the PDE curriculum.

The work-related learning coordinator is responsible for the coordination of all CEIAG enrichment activities, communication with community groups and school business partners and supporting T&L managers in the implantation of CEIAG within subject areas.

The Careers Guidance Officer is an independent advisor from Wigan Aspiring Futures at Wigan Council. The Advisor meets with our students either 1-2-1 or small groups and provides

information, advice and guidance to help our students make realistic choices about their education, training and work.

Teaching staff are responsible for:

Ensuring they have identified and communicated any need for relevant CPD with their line manager

Delivering CEIAG through the curriculum

Modelling positive attitudes to students

Monitoring progress

Responding to the needs of individual students

5.5 Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG at Bedford High School training sessions, year team meetings or staff briefings. The Careers Leader, Careers Co-Ordinator and PDE Co-Ordinator attends conferences, events and careers network meetings to keep up to date with best practice and legislation.

Key role	Responsibility
Deputy Headteacher	Destinations
Director of Learning	Personal Development Strategic Planning (including CEIAG, PSHE, British Values, SPIRIT, SMSC, RSHE) Careers Leader
WRL Coordinator	CEIAG Coordination
Careers Advisor from Wigan Aspiring Futures	Careers Guidance and education
T&L Coordinator PDE Department	Management of curriculum PDE Personal Development and Ethics Teacher
Teachers of PDE	Personal Development and Ethics Teacher
All Subject Leads	Mapping of Cross Curricular CEIAG
All Form Teachers/Curriculum teachers	Delivering careers information

6. Entitlement

Bedford High School students are entitled to CEIAG which meets professional standards of practice and is personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Bedford High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students attending Bedford High School are entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps students to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Support to develop the self-awareness and career management skills to prosper in HE and employment.
- Career activities during from time and PDE lesson covering options after school, the world of work, the job market and the skills needed for the future.
- The opportunity to relate what they learn in lessons to their life and career beyond school.
- The opportunity to talk through their careers and educational choices with staff including form tutors and the careers team.
- Support they need to make the right choices from Key Stage 4.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers; this could be done through visits, taster days, assemblies, talks and meetings at school.
- A meaningful encounter with a representative from the world of work through work experience in Year 10.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Students are expected to:

- Fully engage with careers lessons and activities.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Take advantage of opportunities offered outside school, such as educational visits.

Parents and Carers are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and WRL coordinator.

- Access to information and guidance through Frog and parent information evenings including choosing options.

Young people do not make careers decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

7. Careers guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with our careers advisor but, in practice Year 9s, 10s and 11s are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

8. Needs based referral

The referral procedure works as follows:

The careers team work with Pastoral Managers, PGOs, SEND team, AC team and SLT to identify students who would benefit from early intervention. This might include students with lack of direction or lack of motivation; students with SEND, students recently suspended, students receiving pupil premium funding, or those who have potential to become NEET (Not in Employment, Education or Training).

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum, visits to colleges and training providers, contact with parents/carers, support from other agencies and ongoing contact when the student leaves Bedford. Referrals are made to Mrs Madden.

9. Self-referral

All students will be offered a career guidance meeting in Yr10 and 11 with group sessions in Yr9; some students will access support lower down the years.

Students may refer themselves for a careers meeting at any point, directly via Mrs Madden or form tutor, Pastoral Manager or PGO. An appointment with the advisor will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers advisor will record action plans on the whole school drive, careers service folder. Students and parents/carers will be emailed a copy and staff have the option to see this information so they can support the process.

10 External Providers

A range of external providers are invited into school to support the careers programme. These include; colleges, universities, training providers, apprenticeships organisations, employers, school alumni or staff from various projects. In all cases, such staff and organisation will be vetted for suitability by the relevant staff at school. Providers will liaise with Mrs Birchall.

11. Management of Provider Access Requests:

The CEIAG programme of delivery, the content and evaluation is co-ordinated and managed by the designated Careers Leader.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers (please see website for details).

Anyone wishing to request access should contact the Careers Co-Ordinator to inform them of their needs. The school will make a suitable space available for discussion between the provider and students, 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 Co-Ordinator or a member of the Careers team.

Providers are welcome to leave a copy of their prospectuses or other course literature with the careers advisor which will be stored in the careers office and shared with students during their career interview meetings with our careers advisor or in the school library careers section.

A provider wishing to request access should contact

Pauline Birchall – p.birchall@bedford.wigan.sch.uk – 01942 909009

The Provider Access Policy outlines full details.

12. Resources

The school is committed to providing the resources to enable effective careers programme, including adequate staffing, staff training and resources.

13. Careers Information

Careers information is available through relevant displays, year group noticeboards or cascaded via form tutors or through assemblies. All students have access to our Careers page on FROG. The Library includes a range of books and higher education prospectus

14. Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identifications of students requiring additional support, with no limit placed on how many times a student might need to see the careers advisor. The careers advisor works with the SENCO to support education, health and care planning and the aspiration team to support students who may be facing challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Bedford High School.

The destinations of school leavers are monitored and trends identified for future planning.

15. Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The Director of Learning evaluates the careers programme in a number of ways, including;

- Student feedback on their experiences of the careers programme and what they gained from it.
- Staff feedback on careers lessons, awareness weeks, mock interviews etc.
- Gathering informal feedback from external partners and from parents/carers.
- Quality assurance of form tutor time and guest speaker programme.
- Student destination data post 16 and post 18.
- School leavers and parents/carers are asked to give their consent to be contacted post-16 and for their continuing journeys to be tracked for three years.
- Students are invited to join the alumni network and to celebrate their future successes with current students.

The curriculum delivery of PDE is monitored by the T&L coordinator for PDE, in line with whole school quality assurance for teaching and learning procedures. This includes:

- Planning work scrutinies with student voice
- Learning walks
- Lesson monitoring/observations

This policy will be reviewed by the Director of Learning annually. At every review, the policy will be approved by the governing body and the Headteacher.