

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



**Careers Education Advice  
and Guidance (CEIAG) Policy**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>School Address</b>        | Manchester Road<br>Leigh<br>WN7 2LU |
| <b>School Contact Number</b> | 01942 909009                        |

**Document control**

|  |   |
|--|---|
| Date updated                                     | February 2023   |
| Revision due                                     | February 2024   |
| Current author                                   | Mrs J. Madden, Assistant Headteacher & Careers Leader |
| Hard copies available from                       | HR, Facilities & Communications Manager               |
| Date approved by the Chair of the Governing Body |   |

**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.

### **1. 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, A levels, technical, higher technical qualifications, apprenticeships and higher education.

supporting inclusion, challenging stereotyping and promoting equality of opportunity

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

### **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 (see Appendix 2 Careers Journey). 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 schools' and 'Legal duty for schools and academies: access to providers of technical education and apprenticeships' (DfE January 2023).

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.

This policy also complies with:

- Section 42A, 42B, 45 and 45A of the Education Action 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

**The 'Baker Clause' Student entitlement - Refer to Appendices:**

Appendix 3 – Provider Access Policy

Appendix A – List of Providers

Appendix B – Calendar of Events

Appendix C – Student Encounters

Appendix D – Questions for Providers

**Students 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;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evening's, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

The Gatsby Benchmarks (see Appendix 1 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)

Careers guidance and access for education and training providers (January 2023)

### 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 Assistant Headteacher/Careers Leader 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 7-11 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 Assistant Headteacher/Careers Leader**

The Careers Leader/ Assistant Headteacher 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 implementation 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  |
| Assistant Headteacher and Careers Lead      | Personal Development Strategic Planning (including CEIAG, PSHE, British Values, SPIRIT, SMSC, RSHE)<br>Careers Leader |
| Careers Coordinator                         | Coordinates events and activities   |
| WRL Coordinator                             | CEIAG Coordination  |
| Careers Advisor from Wigan Aspiring Futures | Careers Guidance and education  |
| T&L Coordinator PDE Department              | Management of curriculum PDE<br>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, assemblies 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.
- 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 (see Appendix B – Calendar of Events).
- Hear from a range of local providers about the opportunities they offer, including A Level, technical, higher technical education and apprenticeships (see Appendix A – List of Providers).
- Understand how to make applications for the full range of academic and technical courses.
- 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 and use The Careers and Enterprise Company 'Making it meaningful checklist'.

[https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/1207 -  
\\_meaningful\\_encounters\\_checklist\\_1.pdf](https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/1207_-_meaningful_encounters_checklist_1.pdf)

- A mandatory and minimum of two encounters for students in Year 8 to Year 9 and two encounters for students in Year 10 and 11 (see Appendix C Provider Access – Student Encounters).
- Consider students who may require additional support, e.g. students who are suspended have a careers interview on their return, students from Year 7 to 11 who are looked after, with SEND, an education, health and care plan, will have a career interview each year.
- The provider encounters, online or face to face, will be scheduled during the main school hours and the provider will be given a reasonable amount of time, as a minimum to:
  - share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers (see Appendix D – Questions for Providers).
  - 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 students from that provider)
- 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 Guardians 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.
- Access a list of the Providers who are invited into school and are encouraged to review these Providers and their courses, qualifications and Ofsted grades (see Appendix A – List of Providers).

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. We encourage parents and guardians to have careers conversations with their child at key stages and events about future options and utilise the resources through the National Careers Service and Careers and Enterprise Company, for example: Parents and guardians of students with an education, health and care plan are invited to attend SEND coffee mornings in school and use the 'Parents' Talking Futures Toolkit' to support them with this.

<https://www.talkingfutures.org.uk/>

A parent or student wishing to request additional support or information should contact:

Janet Madden – Careers Leader/Director of Learning  
Email: [j.madden@bedford.wigan.sch.uk](mailto:j.madden@bedford.wigan.sch.uk)

## **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 career's advisor but, in practice Year 9s, 10s and 11s are most likely to access the service. 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 e.g. students who are excluded have a careers interview on their return, students from Year 7 to 11 who are looked after, with SEND, an education, health and care plan, will have a career interview each year.

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**

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, technical, higher technical qualifications providers, 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. We will provide the DfE mandatory and minimum of two Education Provider encounters for students in Year 8 to Year 9 and two encounters for students in Year 10 and 11 and the requirements of the Gatsby Benchmarks for all other encounters.

Providers will liaise with Mrs Birchall.

## **11. Management of Provider Access Requests:**

Please refer to the Provider Access Policy which has been updated to include the legal duty for schools to give access to providers of technical/higher technical qualifications and apprenticeships.

The CEIAG programme of delivery, the content and evaluation are 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 Appendix A List of Providers, Appendix B Calendar of Events and Appendix C Student encounters).

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](mailto: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 Assistant Headteacher and Careers Lead. At every review, the policy will be approved by the governing body and the Headteacher.

Appendix 1 – Gatsby Benchmarks

Appendix 2 – Careers Journey

Appendix 3 – Provider Access Policy

Appendix A – List of Providers

Appendix B – Calendar of Events

Appendix C – Student Encounters

Appendix D – Questions for Providers



---

# GOOD CAREER GUIDANCE

SIR JOHN HOLMAN



Good career guidance helps inspire students towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills and qualifications they need to succeed. It is critical for social mobility because it helps open students' eyes to careers they may not have considered.

The Benchmarks for Colleges listed here outline the important elements of a robust career guidance programme. They have been developed from the Gatsby Benchmarks for good career guidance, following consultation with a range of colleges across England to align them with the needs of the sector.



GATSBY



---

# THE BENCHMARKS

---

1

## A STABLE CAREERS PROGRAMME

Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.

- Every college 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 college's website in a way that enables learners, parents, college staff and employers to access and understand it.
- The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.

2

## LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every learner, and their parents (where appropriate), 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.

- During their study programme, all learners should access and use 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 the learners in their care.

3

## ADDRESSING THE NEEDS OF EACH STUDENT

Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

- A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.

|   |   |   |
|---|---|---|
| 4 | <b>LINKING CURRICULUM LEARNING TO CAREERS</b> | All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers. |
|---|---|---|

- Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.

|   |  |  |
|---|--|--|
| 5 | <b>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b> | Every learner 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, and should include learners' own part-time employment where it exists. |
|---|--|--|

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters\*<sup>1</sup> with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.

|   |                                  |  |
|---|----------------------------------|--|
| 6 | <b>EXPERIENCES OF WORKPLACES</b> | Every learner 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. |
|---|----------------------------------|--|

- By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.

|   |   |  |
|---|---|--|
| 7 | <b>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b> | All learners 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. |
|---|---|--|

- By the end of their programme of study, every learner should have had a meaningful encounter\*<sup>2</sup> with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.

|   |                          |   |
|---|--------------------------|---|
| 8 | <b>PERSONAL GUIDANCE</b> | Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.* <sup>3</sup> These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs. |
|---|--------------------------|---|

- Every learner should have at least one such interview by the end of their study programme.

\*<sup>1</sup> A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

\*<sup>2</sup> A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.

\*<sup>3</sup> The college should ensure that access to a level 6 adviser is available when needed.



GOOD CAREER GUIDANCE  
IS CRITICAL FOR SOCIAL MOBILITY.  
IT HELPS OPEN STUDENTS'  
EYES TO CAREERS THEY MAY  
NOT HAVE CONSIDERED



The eight Gatsby Benchmarks for good career guidance were developed through a study of schools and colleges in six places – Finland, Germany, Hong Kong, Ireland, The Netherlands and Ontario – where career guidance is known to be good. This study, together with a literature review, a survey of English state schools and a costing exercise, resulted in a set of benchmarks identifying the different dimensions of good career guidance.

Published in 2014, the benchmarks were further tested in a two-year pilot with 13 schools and three FE colleges in North East England from 2015 to 2017. The benchmarks have now been adopted as the organising framework for the Department for Education's Careers Strategy for Schools, published in late 2017, and the accompanying Statutory Guidance.

THE GOOD CAREER GUIDANCE REPORT AND ASSOCIATED APPENDICES  
CAN BE FOUND ONLINE AT: [GATSBY.ORG.UK/GOODCAREERGUIDANCE](https://gatsby.org.uk/good-career-guidance)



## Gatsby Benchmarks

1. A stable careers programme.
2. Learning from career and LMI.
3. Addressing the needs of every student.
4. Linking curriculum learning.
5. Employer and employee encounters.
6. Experience of workplaces.
7. Encounters with further and higher education.
8. Personal Guidance.

Skills Developed  
Bedford SPIRIT





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



## **PROVIDER ACCESS POLICY**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>School Address</b>        | Manchester Road<br>Leigh<br>WN7 2LU |
| <b>School Contact Number</b> | 01942 909009                        |

### Document control

|  |   |
|--|---|
| Date updated                                     | February 2023                           |
| Revision due                                     | February 2024                           |
| Current author                                   | Mrs J. Madden                           |
| Hard copies available from                       | HR, Facilities & Communications Manager |
| Date approved by the Chair of the Governing Body |   |

### Changes History

| Version | Date | Description/Change | Page |
|---------|------|--------------------|------|
|         |      |                    |      |

## **Introduction**

This information sets out the school's arrangements for managing the access of providers to students 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 45A and 42B of the Education Act 1997.

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 schools' and 'Legal duty for schools and academies: access to providers of technical education and apprenticeships' (DfE January 2023).

This policy will comply with the further provision made through the Skills and Post-16 Education Act 2022 and will provide a minimum provision with a provider of technical education or apprenticeships of:

- Two encounters first key stage – Year 8 and Year 9, by 28 February in Year 9
- Two encounters second key phase – Year 10 and 11, by 28 February in Year 11

This policy also complies with:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

### **The 'Baker Clause' Student entitlement:**

#### **Students 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;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evening's, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. At Bedford High School, we are wholly committed to achieving 100% on all Gatsby Benchmarks in order to create exceptional Careers programme that provides our students with highly effective work-related experiences. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes.

The 8 Gatsby Benchmarks are as follows;

1. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.

2. 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 the best use of available information.
3. 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.
4. All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. 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.
6. 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.
7. 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.
8. Every student should have opportunities for guidance interviews with a careers 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. They should be expected for all students but should be timed to meet their individual needs.

## **Student Entitlement**

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, assemblies 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.
- 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 (see Appendix B Provider Access – Calendar of Events).
- Hear from a range of local providers about the opportunities they offer, including A Level, technical, higher technical education and apprenticeships (see Appendix A Provider Access – List of Providers).
- Understand how to make applications for the full range of academic and technical courses.
- 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 and use The Careers and Enterprise Company 'Making it meaningful checklist'.

<https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/1207 - meaningful encounters checklist 1.pdf>

- A mandatory and minimum of two encounters for students in Year 8 to Year 9 and two encounters for students in Year 10 and 11 (see Appendix C Provider Access – Student Encounters).
- Consider students who may require additional support, eg students who are suspended have a careers interview on their return, students from Year 7 to 11 who are looked after, with SEND, an education, health and care plan, will have a career interview each year.
- The provider encounters, online or face to face, will be scheduled during the main school hours and the provider will be given a reasonable amount of time, as a minimum to:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers (see Appendix D – Provider Access Questions for Providers).
- 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 students from that provider)
- 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.

### Education Providers

We invite a wide range of education providers to our careers events, including Further Education, Higher Education, Apprenticeship Providers, Technical and Higher Technical Qualifications Providers (HTQs) (see Appendix A – List of Providers who are invited to events. Education providers will be provided with a calendar of events. Appendix B – Calendar of Events, Appendix D – Questions for Providers).

### Destinations of our students

Destination data for the past three years is on our school website within the careers page, a summary of the data for 2022 leavers is below. Almost 50% of students went on to study at Wigan & Leigh College with all other students going on to study at a wide range of Colleges across Wigan, Warrington, Bolton and Salford.

| 2022                                    | Bedford | %      | Wigan Borough | %      |
|---|---------|--------|---------------|--------|
| Employment no training                  | 2       | 0.97%  | 42            | 1.09%  |
| Voluntary & Part Time                   | 1       | 0.49%  | 8             | 0.21%  |
| NEET                                    | 6       | 2.91%  | 102           | 2.65%  |
| FE                                      | 181     | 87.86% | 3320          | 86.19% |
| Employment with Training/Apprenticeship | 11      | 5.34%  | 288           | 7.48%  |
| Training                                | 5       | 2.43%  | 86            | 2.23%  |
| Grand Total                             | 206     |        |               |        |

### Parent & Guardian Information

All parents and guardians are encouraged to keep up to date with our CEIAG programme through our website and from parent portal/careers page and up to date LMI information to help them to support their child to follow appropriate pathways.



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.
- Access a list of the Providers who are invited into school and are encouraged to review these Providers and their courses, qualifications and Ofsted grades (see Appendix A – List of Providers).

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. We encourage parents and guardians to have careers conversations with their child at key stages and events about future options and utilize the resources through the National Careers Service and Careers and Enterprise Company, for example: Parents and guardians of students with an education, health and care plan are invited to attend SEND coffee mornings in school and use the 'Parents' Talking Futures Toolkit' to support them with this.

<https://www.talkingfutures.org.uk/>

A parent or student wishing to request additional support or information should contact:

Janet Madden – Careers Leader/Director of Learning  
Email: [j.madden@bedford.wigan.sch.uk](mailto:j.madden@bedford.wigan.sch.uk)

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

A provider wishing to request access should contact:

Mrs Birchall, Community and Work Related Learning Coordinator  
Telephone: 01942 909009, Email: [p.birchall@bedford.wigan.sch.uk](mailto:p.birchall@bedford.wigan.sch.uk)

### **Opportunities for access**

There are a number of events, integrated into the school careers programme. Our CEIAG calendar of events shows the most update information on our current offer.

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

- Careers Fair
- Parents Evening
- Careers Week
- Form Activities

- Independent Careers Advice provided by Aspiring Futures
- Assemblies
- Mock Interviews
- Aspiration Week
- Enrichment Day

Please review opportunities outlined in Appendix B – Calendar of Events or speak to our Community and Work Related Learning Coordinator to identify the most suitable opportunity for you and our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception.

Once a request has been accepted Mrs Birchall will liaise with the provider to organise finer details.

### **Granting and refusing access**

We will grant access requests that meet the following criteria:

- Requests from Ofsted registered 11-19 providers
- That are reasonable and do not impact on existing educational provision for our students.

### **Safeguarding**

Our safeguarding policy outlines the school's procedure for checking the identity and suitability of visitors. The policy can be found on the school website. Education and training providers will be expected to adhere to this policy.

### **Premises and facilities**

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.

### **Links to other policies**

This programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.

This policy should be used in conjunction with:

- Safeguarding/child protection policy
- Careers guidance policy
- Curriculum policy

### **CEIAG Impact**

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 Assistant Headteacher/Careers Lead evaluates the careers programme in a number of ways, including;

- Provider feedback.
- 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.
- Feedback from external partners and from parents/guardians.
- 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

### **Complaints:**

A copy of the Complaints Policy is on our school website. Formal complaints with regards to provider access can be made to the Headteacher by emailing: [enquiries@bedford.wigan.sch.uk](mailto:enquiries@bedford.wigan.sch.uk) or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

### **Appendices:**

Appendix A – List of providers  
Appendix B – Calendar of Events  
Appendix C – Student encounters  
Appendix D – Questions for providers and visitors

**Next Review Period: February 2024**

## APPENDIX A

### PROVIDER ACCESS – LIST OF PROVIDERS

The providers below are invited to attend careers events at Bedford High School:

Alliance Learning – Apprenticeship Provider

<https://alliancelearning.com/>

Access Creative College (Access to Music) <https://www.accesscreative.ac.uk/>

BIMM (Music College) <https://www.bimm.ac.uk/>

Bolton College – College/T Levels/Apprenticeships/Higher Technical Qualifications Provider, part of Greater Manchester Colleges Group

<https://gmcg.ac.uk/our-colleges/>

Bolton Sixth Form - <https://www.bolton-sfc.ac.uk/>

Football Futures Manchester <https://accesstosports.org.uk/>

GC Education & Skills (Growth Company) – Apprenticeship Provider <https://www.growthco.uk/>

GK Training Services Ltd (Study programmes, SEND, Traineeships) <https://gktraining.com/>

GMLPN (Greater Manchester Learning Partnership) – deliver the ASK programme

<https://gmlpn.co.uk/>

GM Higher – Universities in GM <https://gmhigher.ac.uk/>

LIPA <https://lipa.ac.uk/>

Liverpool Hope University <https://www.hope.ac.uk/>

Myerscough College <https://www.myerscough.ac.uk/>

Priestley College <https://www.priestley.ac.uk/>

Salford City College (Campuses: Pendleton, Eccles, Future Skills, Worsley College, City Skills, University Centre) - College/T Levels/Apprenticeships/Higher Technical Qualifications Provider, University Centre, <https://www.salfordcc.ac.uk/> part of Greater Manchester Colleges Group

<https://gmcg.ac.uk/our-colleges/>

St John Rigby – College/Apprenticeships <https://sjr.ac.uk/>

St Mary's High School – Sixth Form <https://www.stmaryschs.org.uk/>

The Juice Academy – Digital and Social Media Apprenticeships <https://www.juiceacademy.co.uk/>

The Manchester College - College/T Levels/Apprenticeships/Higher Technical Qualifications Provider, part of Greater Manchester Colleges Group <https://www.tmc.ac.uk/>

<https://gmcg.ac.uk/our-colleges/>

TMP Creative College (Music, Media, Games) <https://tmpcollege.co.uk/>

UA92 (Sport, Media, Digital, Business) <https://ua92.ac.uk/>

UCLAN <https://www.uclan.ac.uk/>

University of Chester <https://www.chester.ac.uk/>

UTC Bolton <https://www.utcolleges.org/store/utc-bolton/>

UTC Warrington <https://utcw.co.uk/>

Warrington & Vale Royal College <https://wvr.ac.uk/>

Waterside Training <https://www.waterside-training.co.uk/>

Wigan & Leigh College - College/T Levels/Apprenticeships/Higher Technical Qualifications Provider, part of Greater Manchester Colleges Group

<https://gmcg.ac.uk/our-colleges/>

Wigan Warriors Education <https://wiganwarriors.com/community-education/education>

Winstanley College <https://www.winstanley.ac.uk/>





## APPENDIX B

### PROVIDER ACCESS – CALENDAR OF EVENTS

Providers and employers are invited to discuss opportunities with Mrs Birchall, the Community & Work Related Learning Coordinator.

|         | Autumn Term   | Spring Term  | Summer Term   |
|---------|---|--|---|
| Year 7  | Enrichment Day:<br>Careers/STEM workshops<br>Visit to employers   | National Careers Week<br>Careers assemblies  | Aspirations Week:<br>Careers/STEM workshops<br>Visit to employers   |
| Year 8  | Enrichment Day:<br>Careers/STEM workshops<br>Visit to employers   | Careers Fair<br>National Careers Week<br>Careers/guest speaker<br>assemblies<br>Careers lunches  | Aspirations Week:<br>Careers/STEM workshops<br>Visit to employers   |
| Year 9  | Enrichment Day:<br>Careers/STEM workshops<br>University taster day<br>Visit to employers  | Careers Fair<br>National Careers Week<br>Careers/guest speaker<br>assemblies<br>Post-16 pathways assembly<br>Options Meetings<br>Careers Interviews<br>Careers lunches | Aspirations Week:<br>Careers/STEM workshops<br>Visit to employers   |
| Year 10 | Parent GCSE Information<br>Evening.<br>Enrichment day:<br>College/ Vocational taster<br>day.<br>University taster day   | Careers Fair<br>National Careers Week<br>Careers/guest speaker<br>assemblies<br>Careers lunches  | 1:1 Careers Interviews<br>2 x A Level/Technical/<br>Vocational taster days<br>University taster day<br>Work Experience Week |
| Year 11 | Parents' Evening<br>2 x Post-16 Assemblies<br>Post-16 provider open<br>evenings<br>Post-16 Applications<br><br>Enrichment Day:<br>Mock interview<br>College A<br>Level/Vocational/<br>Apprenticeship/Technical/<br>Higher Technical<br>workshop<br>Higher Education<br>workshops<br>CV workshop | Careers Fair<br>National Careers Week<br>Careers/guest speakers'<br>assemblies<br>Careers lunches<br>Apprenticeship workshop   |   |



## APPENDIX C

### PROVIDER ACCESS – MINIMUM STUDENT ENCOUNTERS

*Bedford High School are required to provide a mandatory and minimum of two encounters for students in Year 8 to Year 9 and two encounters for students in Year 10 and 11.*

| YEAR GROUP | MINIMUM ENCOUNTERS   | ACTIVITY   |
|------------|--|--|
| Year 7     | Encounter 1  | National Careers Week  |
| Year 8     | Encounter 2<br>Encounter 3   | Careers Fair<br>National Careers Week  |
| Year 9     | Encounter 4<br>Encounter 5<br>Encounter 6<br>Encounter 7   | Careers Fair<br>Post-16 pathways assembly<br>National Careers Week<br>Careers interview  |
| Year 10    | Encounter 8<br>Encounter 9<br>Encounter 10<br>Encounter 11 & 12<br>Encounter 13                        | Careers Fair<br>Post-16 pathways assembly<br>National Careers Week<br>2 x Post-16 taster days<br>University taster day                   |
| Year 11    | Encounter 14<br>Encounter 15<br>Encounter 16 & 17<br>Encounter 18<br>Encounter 19 & 20<br>Encounter 21 | Enrichment Day<br>Careers Fair<br>2 x Post-16 pathways assembly<br>National Careers Week<br>Apprenticeship Workshop<br>Careers Interview |



## **APPENDIX D**

### **PROVIDER ACCESS – QUESTIONS FOR PROVIDERS & VISITORS**

#### **GENERAL QUESTIONS FOR ALL VISITORS**

Who are you?

What type of organisation are you?

What type of career opportunities are there for young people?

What personal qualities and skills are important for young people?

Top tips for students thinking about a career?

Tips for students who do not know what they want to do when they leave?

#### **QUESTIONS FOR TECHNICAL EDUCATION AND APPRENTICESHIPS PROVIDERS**

Who are you?

What technical education qualifications or apprenticeships do you offer?

What type of careers do the technical education qualifications or apprenticeships might lead.

What can students expect learning or training with you.

#### **QUESTIONS FOR ALUMNI**

Why college, T Level or apprenticeship route?

Why University or why not university?

How did you make these decisions? Why did you make these decisions?

Why this career? Does it give you purpose and passion?

What the job entails?

Career progression working hours? daily jobs?

Top tips for students thinking about a career?

Tips for students who do not know what they want to do when they leave?

Get the point across that you were a Bedford student, you a role model to these students.

You can succeed!

#### **QUESTIONS FOR EMPLOYERS**

What type of organisation are you?

What type of career opportunities are there for young people?

What are the different entry levels – college, apprenticeship, T Level, University?

What the job entails?

Career progression working hours? daily jobs?

Top tips for students thinking about a career?

Tips for students who do not know what they want to do when they leave?



