



The Beacon Centre
Leading The Way To A Brighter Future

Careers Information and Educational Guidance (CIAEG) Policy

Reviewed by:	Signed:	Date:	Review Date:
Head Teacher			
Leadership Team			
Management Committee			

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Date of policy: January 2021

Member of staff responsible: Mr M Barnes

Next review: September 2021 (or sooner if further DfE guidance released)

Students consulted: through Parliament and staff and student questionnaires

1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to young people at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. What Is the Careers in the Curriculum Programme?

At The Beacon Centre, we place great emphasis on each of our young people having a personal development programme that ensures that they have, academic and interpersonal skills required to be successful in the world of work.

Our careers programme is designed to: enable students to feel some sense of responsibility and achievement in determining and recognising not only their strengths and weaknesses, but also their full potential; promote equality of opportunity to reach their potential, such as SEN students or students eligible for pupil premium; embrace diversity and challenge stereotypes.

The policy will be guided by the Gatsby Benchmarks and conform to statutory requirements, in particular the DfE's Careers Strategy and the Baker Clause.

3. Aims and Values

At The Beacon Centre we believe that the Careers Education Programme should support young people to develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transition from their academic to their personal and professional life, whilst gaining the skills that employers are looking for.

- To promote a culture of aspiration and ensure that Young People develop the character and leadership skills as well as the vision beyond the local (South Tyneside) and regional perspectives to view the wider world where any aspirations and achievements can be realised.
- To build on students' character, confidence and leadership as well as identity so they are have self-determinism and can contribute towards their personal well-being.
- Young people exhibit the characteristics of 'professional etiquette', self-pride, punctuality, professional attire, daily attendance, presenting work to a professional standard and adopting a professional approach in school so these are transferable habits for the workplace.
- Politeness, courtesy and good manners can be recognisable characteristics that we acknowledge and respect each other. However, self-respect in recognising strengths as well as the capacity to develop further.
- As well as the achievement of 'success', the completion of activities to build endeavour with diligence, perseverance, resilience and tenacity.

4. Entitlement

All young people at Beacon Secondary 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 high-quality providers about College offers, including technical education and apprenticeships;
- To understand how to make applications for the full range of academic and technical courses.
- To understand the importance of each aspect of the curriculum and its role in careers education as well as the careers that may be linked to that subject area.

5. Organisation of the CIAEG Programme

Whilst all staff are required to take responsibility for the delivery of Careers within the Curriculum, the designated Careers lead is: Mr M Barnes

Management of provider access requests procedure

A provider wishing to request access should contact:

Mr M Barnes,

Assistant Head - Curriculum, Exams, Careers

Email: Martin.Barnes@TheBeaconCentre.net

Telephone: 0191 4546254

Premises and facilities

The school will offer suitable resources for discussions to occur between provider and students. This will all be discussed and agreed in advance.

Safeguarding

The school safeguarding policy sets out our approach to visitors into The Beacon Centre. This document can be found on the website. All visitors must have DBS clearance or be accompanied by one of our staff members during all sessions.

6. Careers Programme

The aim of our Careers in the Curriculum Programme is to raise the aspirations of young people in our setting, helping to foster an atmosphere of self-determinism, mutual respect and ambition, thus helping young people to make realistic decisions for post-16. The Centre works collaboratively with internal and external stakeholders to build a cohesive programme of careers within the curriculum to help young people reach their full potential.

7. Gatsby Benchmarks and Baker Clause

At the Beacon Centre we are committed to ensuring that the CEIAG advice young people receive is:

- Broad in its coverage of post 16 options, so as to include all viable options: Apprenticeship, College, Employment.
- Impartial and non-judgemental,
- Is in the best interests of the individual,
- Meets the needs of the individual.

The Gatsby Benchmarks

We are committed to ensure that the Centre continues to meet the requirements outlined in the Gatsby Benchmarks.

The eight benchmarks are:

1 A STABLE CAREERS PROGRAMME	2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	3 ADDRESSING THE NEEDS OF EACH PUPIL	4 LINKING CURRICULUM LEARNING TO CAREERS
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	6 EXPERIENCES OF WORKPLACES	7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	8 PERSONAL GUIDANCE

Tracking of compliance with the Gatsby Benchmarks will be audited and recorded through the use of the Compass Audit on a biannual basis. Physical Copies of the audit will be kept for two years to show progression.

The Baker Clause

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them (See Appendix A). It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

8. Impact

It is expected that the revitalised Careers in the Curriculum programme will lead to increased engagement with employers, young people who have ambition and self-deterministic traits coupled with the skills local employers are looking for. This in turn will help to decrease the number of NEET young people leaving The Beacon Centre setting.

Appendix

Appendix A:

Education Act 1997 c. 44 Section 42B: Information about technical education: access to English schools

- 1) The proprietor of a school in England within subsection (2) must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2) A school is within this subsection if it provides secondary education and is one of the following—
 - a) an Academy;
 - b) an alternative provision Academy;
 - c) a community, foundation or voluntary school;
 - d) a community or foundation special school (other than one established in a hospital);
 - e) a pupil referral unit.
- 3) The proprietor of a school in England within subsection (2) must prepare a policy statement setting out the circumstances in which education and training providers will be given access to registered pupils for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 4) The proprietor must ensure that the policy statement is followed.
- 5) The policy statement must include—
 - a) any procedural requirements in relation to requests for access;
 - b) grounds for granting and refusing requests for access;
 - c) details of premises or facilities to be provided to a person who is given access.
- 6) The proprietor may revise the policy statement from time to time.
- 7) The proprietor must publish the policy statement and any revised statement.
- 8) The Secretary of State may by regulations make provision supplementing subsection (1), for example provision about who is to be given access to pupils, to which pupils they are to be given access and how and when.
- 9) For the purposes of this section the relevant phase of a pupil's education is the period—
 - a) beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 13, and
 - b) ending with the expiry of the school year in which the majority of pupils in the pupil's class attain the age of 18.
- 10) In this section “approved technical education qualification” means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009.