

# Edward Peake C of E (VC) School

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## Careers Education, Information Advice and Guidance Policy

### Aims and Objectives

The overall aim of careers education, information, advice and guidance is to enable all students to make and implement well informed and realistic decisions and successfully manage change and transition. Therefore, the careers programme is designed to meet the needs of all pupils at Edward Peake C of E (VC) Middle School, by providing them with the knowledge, skills and understanding to make well informed and realistic decisions at key stages of transition. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

A young person's career is their pathway through learning, life and work. All young people need a planned programme of activities to help them make decisions and plan their careers and lives, both in school and after they leave.

The need to inform, advise and guide students are generic processes which take place within a wide variety of contexts. The policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral opportunities

For the purposes of this policy, the following **definitions** have been used:

- **Education** – providing students with the knowledge and skills needed to prepare and plan for their futures which includes planning ahead and considering all options that are available as well as the more practical aspects of applications, interview skills, employability and finance.
- **Information** – data on opportunities conveyed through different media, both mediated and unmediated, which includes face to face contact (individual, group, class etc.), written/printed matter, telephone help-lines, IT software, internet etc.
- **Advice** – helping a young person to understand and interpret information; the provision of information and answers and clarification of misunderstandings. It involves helping young people to understand their circumstances, abilities, targets and options and how to go about a given course of action. Needs are identified and those who need more in-depth guidance and support are referred. Advisory work is usually provided on a one-to-one basis but may be provided in small or class groups.
- **Guidance** – to support young people to understand themselves and their needs better; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and support them to develop new perspectives and solutions to problems and be able to manage their lives better and achieve their full potential. Guidance may also involve advocacy and referral for specialist guidance and support by trained staff.

## **Links with other policies:**

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Teaching and Learning Policy
- SEND Policy
- School's self-evaluation document and development plan.

## **Students' needs**

The careers programme is designed to meet the needs of all students at Edward Peake C of E (VC) Middle School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

### **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 8.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.

- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

### **Leadership**

1. Advising senior leadership on policy, strategy and resources for CEIAG.
2. Reporting on CEIAG to senior leaders and governors.
3. Revising and evaluating CEIAG.
4. Preparing and implementing a CEIAG development plan.
5. Using the Gatsby benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.

### **Management**

1. Planning schemes of work for careers education.
2. Briefing and supporting teachers of careers education.
3. Monitoring teaching and learning in careers education.
4. Supporting tutors providing initial information and advice.

### **Coordination**

1. Managing the provision of careers information.
2. Liaising with the Personal Development leader and other subject leaders to plan careers education.

### **Networking**

1. Establishing and developing links with employers
2. Establishing and developing links with local feeder upper schools FE colleges, apprenticeship providers and universities.
3. Managing links with the LEP and other external organisations.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. Developing a stable careers programme**

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance (N/A for middle schools)

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The careers leader is Kathryn Rodgers

The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

The careers lead will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

#### **4. Using labour market information**

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information'.

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

#### **5. Addressing the needs of pupils**

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil'.

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will

be stored securely. Access to this information will be permitted, should a pupil or their parent request it.

Destinations data will be retained by the school for at least three years after a pupil has left school. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers programme.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## **6. Supporting pupils with SEND**

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENDCo and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

## **7. Linking curriculum learning to careers**

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers'.

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

Pupils will be expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and

prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHCE curriculum.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study.

## **8. Enabling encounters with employers and alumni**

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees'.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Transitions skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

The school will develop strong links with local, regional and national employers across all sectors to help pupils obtain information on, and participate in, the rollout of T-levels. The school will work with an Enterprise Advisor, who will enhance connections to the labour market.

The careers programme will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

## **9. Enabling encounters with further education (FE) and higher education (HE)**

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education'.

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own sixth form over other options.

Pupils will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers (PAL)

Education and training providers will have access to all pupils in Years 8 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

## **10. Sharing information**

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

## **11. Compliance with legal duties and statutory guidance**

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All pupils in Year 8 will receive at least one encounter with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all pupils must attend two mandatory sessions by accredited providers

The school will be clear on the following:

- Who is to be given access to pupils
- Which pupils access will be given to
- How this will happen and when



The school will ensure that providers provide the following information to pupils and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that pupils and parents may have

The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will not, under any circumstance, restrict invitations to selected groups of pupils or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the legal requirement to provide one encounter with providers in Year 8.
- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
- How the school will work with each visiting provider.
- A list of providers who have previously visited the school.
- Destinations of previous pupils.
- Details about live online encounters with providers.
- Information on how a provider can raise a complaint and the procedure to go through.

## **12. Monitoring and review**

The governing board, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The careers leader will make any necessary changes to this policy, and will communicate these to all members of staff.

Signed: *M. Sladen* Chair of Governors

Date approved: May 2024

Review date: July 2025