



Careers Education, Information, Advice and Guidance Policy

Contents

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

<u>Appendix 1</u>	Summary of the Gatsby Benchmarks
<u>Appendix 2</u>	Career Programme 2023- 2024
<u>Appendix 3</u>	Arrangements for Provider Access

This policy reflects national guidance and priorities as outlined in:

'Careers Guidance and access for education and training providers. Statutory guidance for schools and guidance for further education colleges and sixth form colleges.' DFE, January 2023.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf

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Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 St Benet Biscop Catholic Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school. The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need.

St Benet Biscop Catholic Academy take seriously our responsibility to help prepare our students for life after school. We pride ourselves on providing professional careers advice to ensure that our students secure a progression route that will help them achieve their ambitions and potential. We deliver a planned programme of Careers Education, Information, Advice and Guidance (IAG). This programme of activities includes developing aspirations which begins in Year 7 moving through to supporting option choices for Key Stage 4 and 5. Alongside making informed choices Post 16 and exposing students to work related learning opportunities in and outside of the academy. With the support of our independent advisor, professional qualified staff, universities, further education colleges, training providers and employers, we provide a range of experiences and information sessions to help students to understand their career options and potential opportunities available to them.

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 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 guidance for further education colleges and sixth form colleges.*' DfE, January 2023.
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.



2.7 All members of staff at St Benet Biscop Catholic Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

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

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
 - 4.1.3 This advice must cover a range of education or training options
 - 4.1.4 This guidance must be in the best interests of the pupil
 - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
 - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3



- 4.3 St Benet Biscop Catholic Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 Our aims and outcomes are defined by the Gatsby Benchmarks and will be reviewed annually using the Careers and Enterprise Company Compass and Tracker tool. Monitoring will also be carried through our Unifrog engagement reports and at the end of 2024 our use of Compass+. Our Careers Education programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning. Evaluation also includes the views of work experience students, training providers, governors, pupils and parents. Their views are elicited via, discussions, surveys, student voice meetings and questionnaires. The success of this programme and the school's curriculum provision for its students will be evident in the school self-evaluation process and reporting activities such as: annual review/evaluation, subject audits, visits from the North East Local Enterprise Partnership and Ofsted inspection arrangements. The governing body will receive an annual report on Careers Education within St Benet Biscop Catholic Academy. An annual review based on completion of Compass and Tracker recording documents will be carried out in July 2024. Tracking towards benchmark progress is maintained annually. In addition, as Careers Hub school we submit a termly case study report to the North East Local Enterprise Partnership

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils 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.
- 6.2 All pupils in years 7-13 are entitled:



- 6.2.1 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;
- 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:
 - 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored
 - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
 - 7.2.1 Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey;
 - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
 - 7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.3 The governors of St Benet Biscop Catholic Academy will review this policy every three years.



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The Gatsby Benchmarks

Appendix 1

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should</p>	<p><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p>



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	embed equality and diversity considerations throughout.	<input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.



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7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. <input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.



St Benet Biscop Catholic Academy Careers Programme

Appendix 2

NUFC Futures Programme - One lesson per week rotating through Y7 – 10		<p>Y10 – Personal branding for work / online presence / preparing for work.</p> <p>Y9 – Stereotypes - Students can identify and challenge stereotyping and discrimination. Who and what influences your career choices? recognise stereotyped and misrepresented images of people, careers and work</p> <p>Y8 – Employability - Students build on personal strengths and begin to link skills to specific careers & Students assess personal strengths and focus on transferable skills.</p> <p>Y7 - Skills and Qualities - Difference between skill and a quality. What general skills do you need to have a successful career? Activities Based around the key skills discussed</p>		
Year group	Term 1	Term 2	Term 3	All
Y7	BAE systems, RAF & Royal Navy	24 th January - Careers Week 2022 – programme planned annually	Year 7 Careers day – interview skills, self promotion, leadership and teamwork.	Meet the entrepreneur club weekly group meet with inspiring entrepreneur from Founders4schools (after school club)
Y8	Newcastle United Foundation Five-a-side programme NHS Theatre	24 th January - Careers Week 2022 Newcastle United Foundation Five-a-side programme	Newcastle United Foundation Five-a-side programme	



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	BAE systems, RAF & Royal Navy			<p>Note: NE1 sessions are published termly and will be added to the careers programme.</p> <p>The annual Careers Week programme is finalised in half term 2 of Term 1.</p> <p>This is baseline of our careers programme 2021 and is supplement with curriculum careers activities and guest speakers which are finalised in Autumn 2021.</p>
Y9	NUFutures Programme STEM – Girls Get Set and Boys Get Set – Oct to May	24 th January - Careers Week 2022 NUFutures Programme Futureme Enterprise Challenge	NU Futures Programme Futureme apprenticeships explained	
Y10	Futureme Mentoring Programme	24 th January - Careers Week 2022 What if Higher education? - Futureme	Meet the employer sessions. Work Experience	
Y11	Futureme undergraduate mentoring 1:1 Career interviews commence Apprenticeship Awareness – assembly and workshop on apprenticeship support and knowledge.	24 th January - Careers Week 2022 Futureme undergraduate mentoring Getting Finance Ready – Futureme How to ace revision		
Y12	Career Carousel - Futureme	22 nd January - Careers Week 2022	Work Experience	



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	Research Skills – Futureme	<p>Futureme – The great big higher education quiz</p> <p>Visit to Newcastle University</p> <p>Getting Finance ready – Get in the know – Future me</p>	<p>Year 12</p> <p>June – UCAS Exhibition</p> <p>Year 12</p> <p>June – UK University and Apprenticeships Search Exhibition</p> <p>Year 12 Oxbridge Day July</p> <p>Year 12 Cambridge Chemistry Challenge</p>	
Y13	<p>Futureme – Beyond the personal statement & Home or away session.</p> <p>Mental Health Roles within the NHS –</p> <p>Recording Post 18 Destinations</p>	<p>24th January - Careers Week 2022</p> <p>Futureme – Getting finance ready – next steps</p> <p>Apprenticeship explored, plan and apply sessions.</p>		



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Note: NE1 sessions are published termly and will be added to the careers programme. The annual Careers Week programme is finalised in half term 2 of Term 1. This is baseline of our careers programme 2022 and is supplemented with core studies careers lessons, curriculum careers activities and guest speakers which are finalised in Autumn 2023



Application for Provider Access

Appendix 3

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils 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.

Pupil entitlement

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

The specific details of which must meet the following requirements students are provided with at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

Year group	Mandatory event
7	BAE, Royal Navy & RAF Careers days various employers and providers
8	NHS BAE Systems, Royal Navy & RAF Providers via Careers week to be confirmed
9	Careers week providers
10	ASK Apprenticeship Provision Providers via Careers week to be confirmed



11	ASK Apprenticeship Provision Port of Blyth Newcastle College, Northumberland College and Tynemet via Careers week
12	ASK Apprenticeship provision Careers week providers - Newcastle College, Northumberland College and Tynemet via Careers week Newcastle university
13	ASK Apprenticeship provision Careers week providers - Newcastle College, Northumberland College and Tynemet via Careers week

Management of provider access requests

Procedure

A provider wishing to request access should contact: **Lesley Poulter, Assistant Headteacher**
 Telephone: **01670 822795**
 Email: **poulterl@stbb.org.uk**

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions 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 Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.