



# BHES

## *Careers Education, Information, Advice and Guidance Policy*

'CHOOSE A JOB YOU LOVE AND YOU'LL NEVER HAVE TO WORK A DAY IN YOUR LIFE' Confucius

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

**Review schedule - annually**

## **HISTORY OF POLICY CHANGES**

<b>Date</b>	<b>Page</b>	<b>Details of Change</b>
March 2022	All	Removal of Meriton logo Reviewed – no changes to body of information
September 2023	All	Review – no changes
July 2024	All	Review – no changes

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### 1. School Vision

BHES 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 and college.

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. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four, and, on occasion, Five.

The policy may, on occasion, apply 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.

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 governing bodies, school leaders and school staff. (DfE, January 2018)

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.

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. BHES will support on roll schools to ensure that their students can access their careers advice and guidance resources.

All education members of staff at BHES 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 one person.

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 education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3. Objectives**

NB: BHES is not the on-roll school for the majority of students and may not cover all objectives below. On roll schools retain the overall responsibility for CEIAG delivery. BHES will ensure the on-roll school is informed during the review process and will ensure that they are clear as to how we can support them to provide these objectives

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

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

### **4. BHES & on-roll school responsibilities**

On roll schools have a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- 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.
- BHES will take into consideration careers provision around the Gatsby Benchmarks. See Appendix 1.

- BHES 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.
- BHES will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme.
- BHES will, as per other subjects in a student's curriculum, support schools in providing CEIAG to students taught by BHES.

## 5. Governor Responsibilities

The governing body will ensure that the service 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:

- Influenced by eight Gatsby Benchmarks;
- Meeting the Service's legal requirements.

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.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## 6. Provider Access

Introduction - This section of the policy sets out the service's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-13 are entitled:

- to 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 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 service will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## **7. Linked Documents**

- Bristol Hospital Education Service's Service Level Agreement
- Jigsaw Secondary Education PSHE curriculum
- Statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.
- 'Careers Guidance and access for education and training providers.' Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

## **8. Monitoring, Evaluation & Review**

The Headteacher will ensure that:

- the work of Careers Advisors and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders.
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- 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 local area if these are available.

The Governors of BHES will review this policy annually.

## Appendix 1 – The Gatsby Benchmark

<p><b>1. A stable careers programme</b></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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></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 embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>5.Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>
<b>6.Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



## Appendix 2 – Careers in PSHE curriculum

### Jigsaw – overview

Year	What is covered?		
7	<b>Dreams and Goals – Term 3</b> Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices		
8	<b>Dreams and Goals – Term 3</b> Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money		
9	<b>Dreams and Goals – Term 3</b> Personal strengths, health goals, SMART planning		
10	<b>Dreams and Goals – Term 3</b> Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals		
11+	<b>Being Me in My World – Term 1</b> Equality in relation to disability including hidden, Consequences of not adhering to Equality Act, employers’ responsibilities, impact of unfair treatment on mental health, misuse of power, campaigning for equality	<b>Dreams and Goals – Term 2</b> Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, financial pressure, debt, dream jobs, skill set, education and training options, resilience, what to do when things go wrong.	<b>Healthy Me – Term 3</b> Managing anxiety and stress, exam pressure, concentration strategies, work life balance,