



## CAREERS POLICY

Produced By:	Mrs C. Collingridge
Approved by Leadership Team:	22.10.2020
Approved by Full Governing Body: Chair: B Zeun Date: 4.11.2020	Signature: _____ B Zeun _____
Next Review Date:	October 2023

ALL POLICIES CAN BE VIEWED ON P DRIVE OR A COPY CAN BE REQUESTED BY EMAILING [office@beaconsfield.school](mailto:office@beaconsfield.school).

Executive Summary (changes to previous policy):

1. This policy follows guidance from The Key and County guidance – this is a local policy. No significant changes to the format.
2. The Careers Policy will now be reviewed every two years rather than annually.

## **1.0 Introduction**

### **1.1 Rationale for Careers Education Information Advice and Guidance (CEIAG)**

1.1.1 The Beaconsfield School's (TBS) 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.

### **1.2 CEIAG at The Beaconsfield School**

1.2.1 The Beaconsfield School is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7 to 13. In line with the DfE's statutory Careers guidance and access for education and training providers (Jan 2018) careers guidance offered at The Beaconsfield School will:

- Be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Include information on the range of education or training options, including apprenticeships and technical education routes; and
- Include guidance that the person giving it considers will promote the best interests of the students to whom it is given.

### **1.2.2 Context**

CEIAG at The Beaconsfield School is underpinned by the school's policies for learning and teaching, assessment for learning, PSHE, child protection, equal opportunities, health and safety, and SEN.

Each year, a number of Year 11 students remain at TBS transferring into the Sixth Form. They are joined by students from other centres at the start of Year 12; of these a significant proportion of the cohort go on to tertiary education. At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

TBS is committed to providing all students in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. 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.

#### **The 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

#### **Aim**

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

## **2.0 Objectives**

2.1 In line with statutory guidance, the school is committed to working towards the establishment of practice in line with the eight Gatsby Benchmarks as follows:

2.2 The Beaconsfield School will maintain an embedded programme of career education and guidance. The school will work to ensure that this programme is known and understood by students, parents, teachers and employers.

- 2.3 The Beaconsfield School will provide for every student, and their parents, access to good quality information about future study options and labour market information. The school will provide the support of informed advisers to help students make best use of available information.
- 2.4 Opportunities for advice and support will be tailored to the needs of each student. Appropriate guidance will be provided during each key stage. The school will embed equality and diversity considerations throughout, including for disadvantaged students and those with SEND.
- 2.5 All departments at The Beaconsfield School will continue to link curriculum learning with careers. Teachers of STEM subjects will explicitly include information on STEM careers.
- 2.6 Every student at The Beaconsfield School will have multiple opportunities during their time with us to learn from employers about work, employment and the skills that are valued in the workplace.
- 2.7 Every Sixth form student of The Beaconsfield School will have opportunities for first-hand experiences of the workplace. Where possible, first-hand experiences of the workplace will be provided for students in Years 10 and 11.
- 2.8 The Beaconsfield School will ensure that all students should understand the full range of learning opportunities that are available to them at the end of each key stage.
- 2.9 The Beaconsfield School will aim to provide opportunities for guidance interviews with a career adviser whenever significant study or career choices are required.

Virtual resources are made available in order to ensure that students can make informed and appropriate choices throughout their school journey.

### **3.0 Student Perspective**

#### **3.1 Students' needs**

- 3.1.1 The careers programme will be designed to meet the needs of students at The Beaconsfield School. The programme will be differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- 3.1.2 The Beaconsfield School aims to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Specifically, we will work with students to:-

- Provide a broad understanding of the world of work and an ability to respond to changing opportunities.
- Foster independent research skills so that they can make good use of information and guidance; and
- Develop the competencies needed to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Use annual survey data to inform us about what students want from CEIAG

#### **3.2 Entitlement**

##### **3.2.1 Students attending the School are in their careers programme entitled to:**

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- 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.
- Be equipped with the necessary skills to prosper in HE and employment.
- 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.

- Have meaningful and helpful encounters with employers and other education providers.
  - Have a minimum of one week's work experience, with the opportunity for a second.
- Students are expected to:
  - Fully engage with careers lessons and activities. • Utilise the available careers resources, including digital platforms.
  - 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 various Careers fairs.
  - Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
  - Take advantage of opportunities offered outside school, such as school trips and projects.

At Key Stage 3, this includes exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies, parent and student information are shared throughout the year on choosing options are also provided. Students will also experience enterprise in their lessons.

At Key Stage 4, students continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement during holiday time, supported by a parent information evening; assemblies on apprenticeships and International Baccalaureate (IB) options and an IB-level options evening for parents and students. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. During enrichment time, students experience an enterprise in a manner that simulates trading and finance.

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. There is also a UCAS evening event. In addition, Year 12 has work experience during holiday time; students are involved in voluntary community and charity work; and there are visits from external speakers. Individual careers interviews are held with an independent, Level 6 qualified careers practitioner.

Several special events are held throughout the year such as workplace visits for year 9 students, university taster days and targeted subject specific career talks.

### 3.2.2 Parents 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 careers coordinator. • Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and student finance.

## 3.3 Impartiality

3.3.1 Impartiality will be assured through the commissioning of external advisors and web-based resources including Planit and Career Pilot. In addition, The Beaconsfield School has an ongoing commitment to engagement with local employers and work-based education and training providers to offer young people insights into the world of work through employer talks, targeted work experience, workplace visits, work shadowing and mentoring. Strong links with local colleges and universities will provide students with first-hand experience of further and higher education.

## **4.0 Implementation**

### **4.1 Management**

- 4.1.1 The Careers Lead working with the Headteacher with responsibility for careers will oversee the implementation of this policy. The school's Senior Leadership Team, PSHE team, mentors and the SENCO, will in turn support them.
- 4.1.2 Targeted work experience at Key Stage 5 will be planned in conjunction with the Headteacher and Deputy Head of Sixth Form and Bucks Learning Trust.
- 4.1.3 Undertaking of work experience at KS5 will be encouraged by the Sixth Form team, and supported and coordinated by the Careers Lead.
- 4.1.4 The destinations of our leavers will be closely monitored and this information will be used to inform current pupils so they are aware of trends and opportunities. This information will be submitted to Buckinghamshire Council.

### **4.2 Roles and responsibilities**

- 4.2.1 All staff contribute to the implementation of this policy through their role as Mentors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through Key Stage 3 to 5.
- 4.2.2 Mentors will teach careers education during PSHE lessons in Years 7 – 13.
- 4.2.3 An external personal adviser will provide targeted specialist careers guidance.
- 4.2.4 Careers information is available in the Library or via online resources that can be accessed via the school website or obtained from the Careers Lead.

### **4.3 Curriculum**

- 4.3.1 The careers programme will include careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and evaluation. Other focused events including a Key Stage 4 Options Evening, Year 12 UCAS & apprenticeship day, workplace visits and visits to careers fairs.

### **4.4 Assessment and Accreditation**

- 4.4.1 Career learning outcomes and assessment of student achievement will be mapped against the framework developed by the Careers Development Institute in 2015.

### **4.5 Partnerships**

- 4.5.1 Annual partnership agreements will be negotiated between the school and Adviza, an external provider of careers advice identifying the contributions to the programme that each will make.
- 4.5.2 The school will work with external agencies to provide extended work experience for targeted Year 10 and 11 students and enterprise events where appropriate.
- 4.5.3 The school will have access to an Enterprise Adviser through the Careers and Enterprise Company. The school will work with its Enterprise Adviser to build links with local businesses and to provide students with employer encounters.
- 4.5.4 The school will also maintain strong links with local training providers to offer students a variety of 14-19 options including work-related learning and apprenticeships.

### **4.6 Resources**

- 4.6.1 Funding is allocated in the annual budget planning round. Funding for developments in the school's careers improvement plan will be considered in the context of whole school priorities. Sources of external funding will be actively sought.

## **Monitoring, Recording and Evaluation**

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 11. Students develop a profile on a digital platform through which their activities and skills development can be recorded and monitored by staff including Mentors and the Careers Lead. All participants in the programme complete surveys following key events including students, parents and employers. Leavers' destination information is also analysed.

## **Careers and SEND provision**

Every student with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Students with SEND (EHCP) have an interview with the internal careers leader in Key Stage 3 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Students can self-refer and Mentors are also able to raise concerns. If current provision cannot fully address a student's additional need, advice will be sought from the National Careers Service. The SENCO meets with parents/carers to discuss option suitability where individual need (from an EHCP) is likely to have an impact on choices made during the option process. The SENCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

## **5.0 Monitoring and Review**

5.1 The Headteacher and Careers Lead will review The Beaconsfield School's careers programme, based on this policy, every two years. Adaptations to the careers programme will be incorporated into the careers improvement plan.

## **Partnerships**

The CEIAG programme is greatly enhanced through links which help to ensure that students' learning is current and relevant. We work closely with local employers and employees including previous students, the Alumni, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to students and/or their parents. This involvement enhances the provision of work experience placements, careers talks, careers fairs, workplace visits and mock interviews. Please note these may be held in a virtual format. In addition, we work closely with universities and the local colleges. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active link governor.

## **6.0 The Beaconsfield School's Provider Access Policy Statement**

### **6.1 Introduction**

6.1.1 This policy statement 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 42B of the Education Act 1997.

### **6.2 Student entitlement**

6.2.1 The Beaconsfield School recognises that all students in Years 8-13 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; and
- To understand how to make applications for the full range of academic and technical courses.

**6.3 Management of provider access requests**

6.3.1 Procedure - A provider wishing to request access should contact:  
Mrs C Collingridge, Lead for Careers  
Telephone: 01494 687958  
Email: [ccollingridge@beaconsfield.school](mailto:ccollingridge@beaconsfield.school)

**6.3.2 Opportunities for Access**

A number of events integrated into the school careers programme will offer providers of education or training an opportunity to come into school to speak to students and/or their parents/carers. Providers should speak to the contact named above to identify the most suitable opportunity for access to The Beaconsfield School students.

**6.3.3 Premises and facilities**

The school will aim to make suitable facilities available for discussions between the provider and students, as appropriate to the activity and subject to the school's own calendar of events. The school will also make available audio/visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.

6.3.4 Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Library. The Library is available to all students at lunch and break times.