



SBL
SIR BERNARD LOVELL
ACADEMY

Careers Education, Information, Advice and Guidance Policy

Date of Review:

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Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Mission Statement

Why we think Careers is so important:

Our desire to provide a first rate careers programme comes from our whole school vision. Careers education Information, Advice and Guidance has a clear role to play in helping us to work with our parents and carers to produce young people who are more than ready for the challenges and opportunities that lie ahead.

At SBL Academy we aspire to be a high quality learning environment with learning and progress at the heart of our community. We promote care and respect and expect high standards in all aspects of school life. We want every member of our student community leave our school with the necessary skills, attributes, empathy, knowledge and qualifications required to be highly successful, thoughtful and reflective adults who contribute and flourish. Ensuring that this is the case, is an important focus for us at SBL Academy.

Encouraging high standards of behaviour, excellent school attendance, enjoying a wide range of rich experiences and giving children hope and aspiration for the future are also key elements in making sure that students are equipped to do well. At SBL we strongly believe that this is a shared responsibility with parents and carers. To that end, we have every wish to work closely and supportively with this important part of our wider school community.

Our ultimate aim is to produce students who are well rounded and are suitably prepared to take their place into our dynamic local, national and international community – wherever the future takes them.

Aims and Objectives

Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students 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. This, in turn, will reduce the proportion of students and young people who are NEET.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work .
- facilitating meaningful encounters with employers for all students .
- supporting positive transitions .
- enabling students to develop the research skills to find out about opportunities .
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
- encouraging participation in continued learning, including further and higher education and apprenticeships.
- supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- contributing to strategies for raising achievement, particularly by increasing motivation.

References and sources of information

DfE (Jan 2018) Careers Guidance and access for education and training providers: Statutory guidance for governing bodies school leaders and school staff <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

<http://www.qualityincareers.org.uk/> NFER Careers engagement: a good practice brief for leaders of schools and colleges

DfE (December 2017) Careers Strategy: Making the most of everyone's skills and talents

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

NFER Careers engagement: a good practice brief for leaders of schools and colleges

Gatsby Benchmarks

SBL Academy follows the principles of the Gatsby Benchmarks which sets out a framework of good practice. We are working towards achieving these benchmarks and aim to meet all of them by the end of 2020.

<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>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>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>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>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>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 embed equality and diversity considerations throughout</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</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>	<p>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.</p>
<p>5. Encounters with employers and employees</p>	<p>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.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>
<p>6. Experiences of workplaces</p>	<p>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</p>	<p>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.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7. Encounters with further and higher education</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
<p>8. Personal guidance</p>	<p>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. They should be expected for all students but should be timed to meet their individual needs.</p>	<p>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</p>

Student Entitlement

All students are entitled to be fully involved in an effective Careers programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at SBL Academy, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Y11 and after Y13
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- career lessons during tutor time from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, careers fair, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of all year groups.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of students.

Roles and Responsibilities

All staff are responsible for making a contribution to students' careers education. Every opportunity should be taken to talk to students about future pathways. All teachers link curriculum learning with careers and CTL's incorporate this in their departmental ethos. Tutors deliver CEIAG within PSHE and tutor time. In addition to this the Careers Team are responsible for the delivery and evaluation of the Careers programme.

- The CEIAG programme is overseen by a Vice Principal.
- The Careers Leader plans, implements and quality assures the careers programme for the school in addition to managing the delivery of career guidance, networking with external stakeholders and co-ordinating the contributions of other staff in the academy.
- The Careers Leader is assisted by the Careers Manager who has the remit of organising the work experience programme.
- All students in the academy have access to impartial careers advice from a qualified Level 6 Careers Adviser.

Partnerships

The policy recognizes the range of partners that support the CEIAG within the academy. These include:

- Employers and training providers.
- Post 16 training providers and higher education institutions.
- The West of England Careers Hub.
- Parents and carers.

Monitoring, Evaluation and Review

SBL Academy will measure the effectiveness of their careers activity annually by considering both the attainment and destinations of their students. Success will be reflected in improving numbers progressing to apprenticeships, universities – including selective universities, traineeships and other positive destinations such as apprenticeships, technical routes, sixth forms, further education colleges, universities and employment. Destination measures provide clear and comparable information on the success of schools in helping all of their students take qualifications that offer them the best opportunity to continue in education or training. Success will also be reflected in closing the gap in destinations between young people from disadvantaged backgrounds and others. SBL Academy will assess success through use of internal destination measures and the data produced and published by the DfE.

Ofsted inspectors will take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and a separate judgement on the Sixth Form.

The Careers & Enterprise Company (CEC) established by the Government is available to provide support to schools. We will monitor and evaluate the activity taking place whether it involves school staff, volunteers or external providers.

