

Careers Education, Information, Advice and Guidance Policy**Review Date:** April 2024**Review by:** Curriculum, Standards and Progress Committee**Final Approval:** Full Governing Body**Context**

The Core Values which relate specifically to this policy state that we are working together to form relationships based on:

- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

These values contribute to our common purpose of “Striving for high quality education with a strong Christian ethos”, and as such underpin the Academy’s approach to wellbeing. Our shared aims are to challenge all students to achieve their potential and prepare them for adult life and future learning.

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the academy Data Protection Policy.

Introduction

Bishop Stopford School is committed to providing students with a high quality programme of Careers Education, Information, Advice and Guidance.

All students need a planned programme of activities to help them choose progression routes which are right for them. They also need to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. Careers Education, Information, Advice and Guidance (CEIAG) is a critical element of this provision.

This policy sets out to guide the Careers Education, Information, Advice and Guidance (CEIAG) provision across the academy.

Documents that have informed the policy:

- DfE Careers strategy: making the most of everyone’s skills and talents (December 2017)
- Careers Guidance and Access for Education and Training Providers’ (January 2018, last updated January 2023)
- Education Act (2011)
- Raising of the participation age: supporting local areas to deliver (December 2009)
- Section 42B of the Education Act 1997
- Career Development Institute Framework for Careers, Employability and Enterprise Education: <https://www.thecdi.net/New-Career-Development-Framework>
- The Gatsby Foundation International Careers Survey 2014 and Gatsby Benchmarks: <http://www.goodcareerguidance.org.uk/>
- The Quality in Careers Standard: <http://www.qualityincareers.org.uk/>
- Bishop Stopford School Student Entitlement Document
- Bishop Stopford School Inclusion Statement

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Organisation

The academy is fully committed to CEIAG for all students as part of its curriculum as an Outstanding academy. CEIAG is a central part of the academy's function. There is high commitment to this from Governors, the Senior Leadership Team and staff.

As a faith school, there is no local catchment: places at the academy are gained through involvement at a place of worship. As a result, students come from across Northamptonshire, Leicestershire and Rutland.

Approximately 65% year 11 students stay on to study A Levels at the academy, 30% move to either FE or an alternative sixth form provision and a small percentage take up Apprenticeships. Sixth form provision is exclusively level 3 with the majority being A Level. Around 75% of 6th form students' progress to University including Oxford, Cambridge and the Russell Group. Offers of apprenticeships and school lever programmes are growing year on year.

Aims of the Policy

This policy builds on the principles of raising the participation age (RPA) agenda and the DfE statutory guidance 'Careers Guidance and Access for Education and Training Providers' and aligns with the one of the academy's core aims is "to prepare students for adult life and future learning".

The academy is committed to:

- Meeting government statutory guidance for securing independent careers guidance provision (Personal Guidance)
- Working towards the Gatsby Benchmarks.
- Holding a nationally recognised Quality in Careers Award, to demonstrate excellence in CEIAG – Career Mark Award
- Provision of a dedicated and qualified Careers Lead
- Publishing its Careers Education programme and calendar of events
- Providing access to a range of education and training providers for the purpose of them informing students about approved Technical Education Qualifications or Apprenticeships. (Appendix 1)
- Fulfilling its duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Ensuring CEIAG is aligned with the South East Midlands Local Enterprise Partnership (SEMLEP) 'Growing People' skills plan with Careers and Enterprise Company support through focus on employer engagement, relevant labour market information and provision. The academy is a member of the Employer Adviser Network and SEMLEP Careers hub.
- Promote aspirations, inform choices and develop career management and employability skills

This is implemented through a planned and structured careers education curriculum, work related learning activities and Personal Guidance opportunities.

We have made a commitment to all students through the creation of a Student Careers Charter (Appendix 4). This lays out the skills and knowledge students can expect to develop and how this will be achieved along with how to arrange a personal guidance careers meeting. This will be reviewed annually, published in planners and on the Careers hub on Firefly.

Information and advice will be provided through the academy's website, Careers hub on Firefly, at progress review evenings, open evenings and through personal guidance meetings.

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Careers Curriculum

The Careers Education (CE) programme will be mapped to the Career Development Institute (CDI) career development framework.

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers:

Grow throughout life
Explore possibilities
Manage career
Create opportunities
Balance life and work
See the big picture

Our career education programmes are also designed to enable all students to make well-informed, realistic decisions about their futures, through three aims:

- **Self development** (helping students to understand themselves and the influences on them)
- **Career exploration** (helping students to investigate opportunities in learning and work)
- **Career management** (helping students learn how to make and adjust plans to manage change and transition)

Students are introduced to Work Related Learning through a broad range of enrichment activities:

- Links in subject curriculums
- 'Take a child to work day', STEM, MFL days etc
- Transition events; Post 16/18 options, progress review evenings / subject fairs, 6th form open evening
- Visits from those in local and national industries
- Visits to workplaces
- Enterprise activities
- Careers conventions; visits to local further education colleges and universities
- Community projects
- Alumni presentations
- Sixth form societies

Parents/carers are informed about careers education via curriculum booklets, newsletters and the "In Touch" communication system.

The Careers Education curriculum will be taught through:

Key Stage 3 – via the timetabled Tutorial programme

- Year 7 – lessons delivered between September and December
- Year 8 – delivered between December and March
- Year 9 – delivered between September and January
- Work based learning and enterprise education activities
- Any student can request a personal guidance meeting
- Pupil Premium, EHCP, LAC, SEN are guaranteed a personal guidance meeting

Key Stage 4 – via the bi- weekly timetabled Learning for Life programme

- Year 10 – delivered between December and June
- Year 11 – delivered between September and March
- Work based learning and enterprise education activities
- Post 16 options events
- Any student can request a personal guidance meeting
- Pupil Premium, EHCP, LAC, SEN are guaranteed a personal guidance meeting

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Key Stage 5

- Bi- weekly in the timetabled Tutorial programme in year 12
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- Work based learning and enterprise education activities through 6th form conferences and assemblies
- Post 18 option events
- Any student can request a personal guidance meeting
- PP, EHCP, LAC, SEN are guaranteed a personal guidance meeting

Individualised input will be devised for students who are in need of additional support, particularly at transition points.

Individuals will be treated without prejudice and have an entitlement to careers education, information, advice and guidance, regardless of race, gender, religion, ability, social background or sexual orientation.

Universities, Colleges, apprenticeship providers, Young Enterprise, Alumni and employers provide input across the curriculum and at work-based learning events.

CE resources will be stored on Firefly and the academy's shared drive. Workbooks will support Key stage 3 and Key stage 4 programmes. Key stage 5 is supported by the super curriculum workbook.

Monitoring, review and evaluation of Career Education programmes

The CE programme is planned, monitored, reviewed and evaluated by the Leader for CEIAG in consultation with the SLT Lead for Careers and other key staff. The programme is mapped to the CDI framework. The Careers Lead will check for updates to the framework and impacts on the CE programme.

Monitoring

A plan for observation of tutorial and study skills lessons delivery will be drawn up and overseen by the SLT lead for Careers and the Careers Lead.

A sample of tutorial and study skills programme workbooks will take place as part of the plan.

Review

An annual review will take place for each key stage programme:

Key stage 3 – Careers Lead will gather feedback from Heads of Year and tutorial staff who deliver the programme. Outcomes are used to identify updates or changes required.

Key stage 4 - SLT lead will gather feedback from staff who deliver the programme. Outcomes are used to identify updates or changes required.

Key stage 5 - Sixth form leadership lead for tutorial will gather feedback from staff who deliver the programme.

PSHE lead will gather feedback from students in relation to 6th form conferences delivered.

Outcomes are used to identify updates or changes required.

Destination data is gathered and thoroughly tracked internally. A student survey is used in year 11 to gather intended destinations: volume, location, course, level and offers received. This is used to assess the Risk of NEET and further Personal Guidance implemented where areas of concern are identified. Destinations data is used to inform and refine our CEIAG offer.

Year 11 destinations are co-ordinated by the Careers Lead.

Year 13 destinations are co-ordinated by the 6th form team.

The academy follows up to confirm that students have taken up offers indicated at Y11.

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Evaluation

A 3-year evaluation cycle of the key stage programmes will take place to gather feedback from students and parents. This policy and the overall CEIAG offer are reviewed and developed further in the light of the findings.

The Career Mark Award will provide external review and feedback on CEIAG with recommendations for development.

Information Advice Guidance (IAG)

- Careers information and advice is available for parents and students to access on progress review and option evenings as well as the Careers hub on Firefly. Teachers may also provide first line careers information and / or advice
- Labour Market Information (LMI) is circulated to students and parents via school email, links via the careers hub on Firefly and the “In Touch” system
- Individuals will have equal access to accurate, up to date and impartial information free from bias and stereotyping

Personal Guidance

- Personal guidance will be provided by an independent, designated and suitably qualified Level 6 Careers Advisor.
- Any student can request a personal guidance careers meeting
- Students who attract Pupil Premium funding, hold an Education Health Care Plan (EHCP) are LAC, or SEN will have a personal guidance meeting planned for them.
- Details of how to contact the Careers Adviser will be located on the academy website, Careers hub, student careers charter, planners and relevant external and internal communications such as newsletters, In Touch
- The Careers Adviser will attend progress review evening events that are held face to face and operate a Careers enquiry desk.
- Parents and students can also seek careers advice and guidance through other providers and organisations; some of these services have a fee. Details can be located on the Careers hub on Firefly **resources**
- An internal information resource page (careers hub) will be maintained by the careers team on Firefly to provide access to information and advice for students, parents and teachers
- The SLT lead for Careers and Careers Lead will maintain the external information resource on the school website including publishing the academy’s careers programme, CEIAG and provider policy
- A Careers Library will be maintained with up to date information for students to investigate careers
- ICT resources will provide an essential component of careers learning
- The school will use an independent career development service electronic tool which enables students to explore, develop and maximise their potential through career management skills assessments and matching, along with tools to research and investigate career roles and pathways, through an annual licence
- Funding is allocated in the annual budget planning round in the context of the whole school priorities.

Premises and facilities (providers)

- The academy will make an appropriate venue available for discussions between the provider and students. The academy will also make available audio visual and other specialist equipment to support provider presentations. This must be discussed and agreed in advance of the visit with a member of the Careers Team.
- Providers are welcome to leave a copy of their marketing materials at the Academy reception desk or send direct to the Careers Team at the Academy address. Copies will be placed in the

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academy's Library and / or Sixth form study centre, as appropriate, which are available to all students at lunch and break times.

Staff training

Annual training will be provided for teaching staff relating to updates and issues around CEIAG, Gatsby Benchmarks and Career Mark.

An annual briefing will take place for:

- Tutors delivering the Key stage 3 programmes via tutorial
- Teaching staff delivering the Key stage 4 Study Skills programme
- Teaching staff delivering the Key stage 5 programmes via tutorial

Staff development needs will be identified through staff CPD processes, monitoring and review of the CE programme delivery. Development needs will be accommodated from the staff CPD budget.

Roles and responsibilities

Curriculum, Standards & Progress Governors' Sub-Committee

- To review and ratify policy
- To receive reports from the Liaison Governor

CEIAG Liaison Governor

- Takes a strategic interest in CEIAG to ensure statutory requirements are met. Encourage and support employer engagement

Senior Leadership Team

- To ensure statutory requirements are met
- To review the impact of the policy on practice
- To negotiate the contract for CEIAG leadership and Personal Guidance
- To make opportunities for professional development for all staff
- To provide appropriate curriculum time for delivery of CEIAG

SLT lead for Careers

- To line manage the Careers Lead
- To represent CEIAG on the Senior Leadership Team and to Governors

Careers Lead CEIAG

- To develop the strategic vision for CEIAG, and advise the Senior Leadership Team
- To design, monitor, review and evaluate the CEIAG programme in conjunction with the SLT lead for careers
- To be the first point of contact for all students, staff and parents for CEIAG
- To co-ordinate Destinations Data
- To co-ordinate referrals to outside agencies
- Network with external partners
- To contribute to relevant calendared events
- To ensure CEIAG meets Quality in Careers standards

Careers Adviser

- To deliver individual personal guidance to students
- To advise parents on CEIAG issues
- To maintain own CPD in relation to CEIAG

Careers Administrator

- Provide support to the Careers Lead and Careers Advisor

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Heads of Faculty/Subjects

- Contribute to meeting the Gatsby Benchmarks and Career Mark standards through identifying and implementing objectives defined and agreed within their P4X
- To ensure subject teachers link curriculum learning with careers
- To contribute to evaluation of the CEIAG programme

Subject teachers

- To link curriculum learning with careers
- To highlight the relevance of STEM subjects for a wide range of career paths (STEM teachers)
- To contribute to relevant calendared events
- To contribute to evaluation of the CEIAG programme
- To give first line careers information and / or advice

Tutors and Learning for Life Teachers

- To deliver the CEIAG programme as directed
- To monitor students' progress and to support them in identifying appropriate pathways at transition points
- To give first line careers information and / or advice
- To refer students for specialist advice and personal guidance as appropriate
- To follow up specialist interventions with students
- To attend relevant CPD in relation to CEIAG
- To contribute to evaluation

Librarian

- To maintain the Careers Library

Heads of Year & Key Stage Lead

- To monitor students' progress within their year group and advise on personal guidance needs
- To ensure the CEIAG programme is delivered within tutorial, where appropriate
- To contribute to the construction of the CEIAG programme
- To contribute to evaluation of the CEIAG programme

Sixth Form Leadership Team

- To monitor sixth form students' progress and advise on personal guidance needs
- To monitor delivery of CEIAG in Tutorial and contribute to evaluation
- To organise appropriate events for sixth form students and their parents about progression
- To manage the UCAS (higher education) process effectively
- To contribute to the compilation of Destinations Data
- To attend relevant CPD in relation to CEIAG

Special Education Needs and Disabilities Co-ordinator

- To ensure statutory advice and personal guidance is available for students with Special Educational Needs

Handling sensitive and controversial issues

Contracting

Where a 1 to 1 Personal Guidance meeting takes place a clear process to discuss the terms of confidentiality and sharing of information will take place between the Careers Adviser and student. This will be documented on the notes summarising the meeting.

Documents will be stored and controlled for access by the Careers team and only shared with the student's consent. Other staff who are provided with information from this consent must manage

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this information in line with the student's wishes and not share with others without the student's express consent. Safeguarding confidentiality procedures will always take precedence.

Appeals process

If a student, parent or teacher is unhappy with any aspect of the CEIAG programme in the first instance enquiries should be made to the Careers Lead, or the SLT lead for Careers. Complaints will be managed in line with the academy's complaints procedure.

If a provider is unhappy with the way in which their request is managed, in the first instance please refer to the academy's complaints procedure which can be found on the website (www.bishopstopford.com)

Role of partners

Provision for CEIAG will be made through annual partnership with an external matrix accredited provider, subject to a review of provision and contractual arrangements. This will provide:

- A dedicated individual to undertake the role of Careers Lead
- A suitably qualified Careers Adviser who will provide independent and impartial personal guidance to students

The academy works with Prospects **part of Shaw Trust** who are contracted by Northamptonshire County Council to undertake the Council's duty to report to Department of Education on the **offers** of learning for young people and then their actual **destination**, along with a targeted NEET prevention service.

The academy is part of the SEMLEP Enterprise Adviser Network, Careers hub and have an Enterprise Adviser whose role is to act as a critical friend for the CEIAG programme and support employer engagement.

Visitors and visiting speakers:

Local employers and Alumni will be actively engaged to enrich the CEIAG programme and to contribute to raising staff awareness of labour market information.

All speakers visiting will be briefed as to what is expected and be accompanied in line with the academy's safeguarding policy. Speakers will be de-briefed after the visit.

Quality standards

The academy is fully committed to external assessment of its CEIAG programme through accreditation to the Quality in Careers Standard - the national quality standard for careers education, information, advice and guidance. This takes place every two years.

Recommendations for the development of the careers programme are incorporated into a Career Development Plan which is monitored and reviewed by the Careers Lead, SLT Lead and Lead Governor for Careers.

The academy is a holder of Career Mark, a quality award for careers education and guidance, achieving Gold standard.

Related / linked policies

This policy should be read in conjunction with:

Internal	External
Careers Charter Careers Education programmes of study (curriculum booklets) Safeguarding Policy	DfE Careers strategy: making the most of everyone's skills and talents (December 2017) Education Act (2011)

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<p>Bishop Stopford School Student Entitlement Document Bishop Stopford School Inclusion Statement</p> <p>Policies can be found at www.bishopstopford.com</p>	<p>Raising of the participation age: supporting local areas to deliver (December 2009) Section 42B of the Education Act 1997 Careers Guidance and Access for Education and Training Providers' (January 2018, updated January 2023 The Gatsby Foundation International Careers Survey 2014 and Gatsby Benchmarks: http://www.goodcareerguidance.org.uk/ The Quality in Careers Standard: http://www.qualityincareers.org.uk/ Career Development Institute Framework for careers, employability and enterprise education: https://www.thecdi.net/New-Career-Development-Framework Ofsted - The common inspection framework: education, skills and early years (2019) SEMLEP Skills Plan, 'Growing People' Education & Skills Act 2008 Children Act 2004 Children and Families Act 2014 Data Protection Act 1998 The EU General Data Protection Regulation (GDPR) & UK Data Protection Act 2018 Children & Social Work Act 2017 Prevent Strategy</p> <p>SEND Code of Practice: 0-25 Years</p>
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Appendix 1 Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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 8 to 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- *Moulton College*
- *Northampton College*
- *Tresham College*
- *Starting Off*
- *Lincoln University*
- *Employers providing apprenticeships and school leaver programmes (various)*

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Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

Sixth Form at BSS	62.91%
Further Education College	26.29%
Another School Sixth Form	7.98%
Employment with training including apprenticeships	2.35%
NEET or unknown	0.47%

Last year our year 13 pupils moved to range of providers in the local area after school:

Russell Group Universities	61 (1 Oxbridge)
Universities other than Russell Group	104
Apprenticeship	16
Employment	2
Gap Year	14
Into year 14	0
Art Foundation	1
Not known	1

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Glynis Castle, Careers Lead:

gcastle@bishopstopford.com

01536 503503 Ext 225

Opportunities for access

The school offers the six provider encounters required by law (**bold text = all students**) and a number of additional events, integrated into the school careers programme (non bold text = optional). We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

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

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KS3	Autumn Term	Spring Term	Summer Term
Year 8		Tutorial – What is work / Local LMI and opportunities World of Work day - Alumni / local employers from all post 16 routes Tutorial lesson debrief and reflection activities plus Xello experiences Careers week – career talks	Super curriculum week – work shadowing day (formally take your child to work day)
Year 9	Tutorial – KS4 options Regional and national growth sectors and opportunities relating to all available routes post 16 Identify key knowledge, skills and experiences and how these relate to positive transitions and career development	Tutorial – KS4 options Regional and national growth sectors and opportunities relating to all available routes post 16 Identify key knowledge, skills and experiences and how these relate to positive transitions and career development Careers week – career talks	Enterprise days

KS4	Autumn Term	Spring Term	Summer Term
Year 10		National apprenticeship week or Career week – ASK assembly or local training provider (Starting Off) Careers week – career talks Enterprise days	Super curriculum week - Life beyond year 11 workshop session with a provider of vocational and technical education. Xello reflection Learning for life careers lessons / Xello
Year 11	Learning for life careers lessons / Xello Post 16 provider open evenings. College & Apprenticeship Fair ASK - Post 16 apprenticeships assembly Meetings with careers adviser	Meetings with careers adviser Careers week – career talks	Confirmation of post-16 education and training destinations for all pupils

KS5	Autumn Term	Spring Term	Summer Term
Year 12		What Career, What University live – NEC Birmingham.	UCAS Bedford road show trip – open to all year 12

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		<p>Offered to whole year group – trip Pre & post briefing with outcomes logged to experiences on Xello</p> <p>Careers week – career talks</p> <p>Tutorial lessons</p> <p>Tutorial – Xello exploration and reflection</p>	<p>access to HE and higher apprenticeship providers</p> <p>Employer assemblies: To be arranged between CL & KS5 lead with follow up lunchtime workshops</p> <p>Super curriculum week – apprenticeship/school leaver programme workshop with external providers</p> <p>Tutorial – Xello exploration and reflection</p> <p>Meetings with careers adviser</p>
Year 13	<p>ASK assembly - higher and degree apprenticeships and workshop</p> <p>Employer assemblies: To be arranged between CL & KS5 lead with follow up lunchtime workshops</p> <p>Tutorial lessons</p> <p>Tutorial – Xello exploration and reflection</p>	<p>Tutorial – Xello exploration and reflection</p> <p>Meetings with careers adviser</p>	<p>Confirmation of post-18 education and training destinations for all pupils</p>

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

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Appendix 2 Definitions / Glossary

Career Education, Information, Advice and Guidance (CEIAG) - Collective for the whole academy careers programme of activities and curriculum.

Careers Education (CE): the programme of learning which enables students to develop the knowledge, confidence and skills needed to make well informed, considered choices and plans to enable them to progress smoothly into further learning and work.

Information, Advice and Guidance (IAG): a range of activities and interventions which help students to become effective career managers. It encompasses:

- Accurate and up-to-date **information** on options in learning, progression routes and career opportunities
- Impartial **advice** and **guidance** to help students make choices
- **Personal Guidance** – Independent and impartial 1 to 1 support for students with a qualified careers adviser

Enterprise Education (EE): the curriculum provided to enable students to develop enterprise capability, financial capability and business and economic understanding.

Work Related Learning (WRL): Planned activity which uses work as a context for learning. It involves learning *through* work contexts, *about* work and working practices, or *for* work by developing personal attributes and employability skills.

Transition Points: The end of each Key Stage, where students must make decisions about the next stage of their education or employment in terms of *where* or *what* they study.

Provider – An organisation that provides technical education qualifications and / or apprenticeships.

NEET – a student not in education, employment or training.

Labour Market Information (LMI) - information about what is happening in a labour market such as: which industries are growing and declining, types and levels of jobs, salaries, numbers, skills and qualification levels.

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Appendix 3 Gatsby Benchmarks

1. A stable careers programme	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.
2. Learning from career and labour market information	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.
3. Addressing the needs of each student	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.
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.
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.
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.
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.
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.

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CEIAG	15 of 16	Implementation Date: June 2023	Version 5

Appendix 4 Careers Student Charter

As a student at Bishop Stopford School we want you to aim high, be inspired, be happy, and be successful in your future life and career, whatever that might be.

We will help you to:

- Learn about how your skills, strengths, interests and qualities link to the world of work
- Understand the learning and employment pathways available to you
- Learn about education after you leave school
- Explore training and employment opportunities
- Make applications and understand what entry requirements mean
- Learn about the World of Work and what makes someone employable
- Develop your research skills and use a variety of information sources
- Make decisions at key points, such as choosing your GCSE options and what you might do at 16 & 18

We will do this will through:

- Subject, tutorial and learning for life lessons.
- Assemblies and talks.
- Enterprise and focus days. (For example: Take your child to work, STEM, International days, careers trips and visits).
- Providing you with opportunities to meet apprenticeship and training providers, local college staff, employer ambassadors and former students
- Providing a careers library and careers information section on Firefly
- Offering you an individual careers meeting with an Independent Careers Adviser where you can explore your ideas and get help with your next steps

To request a careers meeting/discussion please email careers@bishopstopford.com

The current version of any policy, procedure, protocol or guideline is the version held on the Bishop Stopford School internet. It is the responsibility of all staff to ensure that they are following the current version			
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