



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

Head Teacher: Mr M Brown

Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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# Blackfen School for Girls

## Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Blackfen School for Girls aims to assist all students in developing the skills and knowledge to make informed choices and manage their progression through learning and take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students.

The school achieved the Quality in Careers Standard in November 2020, which recognises the school's ongoing commitment to:

Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers.

Providing CEIAG which is impartial, unbiased and is based on their needs.

## Links to Frameworks and Policies external and internal

The Blackfen School for Girls CEIAG Policy has been created to align with the following frameworks for legislative compliance and good practice.

### Regional and National frameworks

Education Act (2011)

London Ambitions framework (2013)

Gatsby benchmarks for career guidance (2013)

DfE Careers strategy: making the most of everyone's skills and talents (December 2017),

Bexley Learning Skills and Employment Board Strategy (2019)

Ofsted Common Inspection framework

Career Development framework

Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018 updated October 2018)

### Internal School frameworks and Policies

Inclusion

Send

Behaviour

Diversity

T&L

Working in partnership with the Prospects Service and Bromley Education Business Partnership to ensure all students access education, employment or training at the relevant transition points.

## Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, equal opportunities and diversity, looked after children and SEND.

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## **Entitlement and Aims of CEIAG at Blackfen School for Girls (for statement see Appendix 1)**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is designed to deliver learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Blackfen School for Girls to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

Help students develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.

Help students explore opportunities for further learning and employment, make decisions and manage transitions across key stages.

Ensure that, wherever possible, all students leave the school with employment, further education or training.

CEIAG at Blackfen School for Girls aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the Careers Development Institute framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education.

- Learning about careers and the world of work.

- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers.

## **Assessment (in relation to student learning)**

Through evaluation following career-related events we assess whether students have met the above learning outcomes. Learning outcomes are reviewed at the conclusion of each session and discussed and shared during Community time to assess whether they have been achieved.

## **Implementation: Management**

Responsibilities are spread between the Assistant Head Teacher with oversight of CEIAG and the careers administrators. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y11 pupils. Subject leaders and Senior leaders are consulted to ensure appropriate coverage of careers themes in the Careers programme, community time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Assistant Head Teacher.

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## **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. Community leaders and Heads of Faculties liaise with the Careers administrators, the Assistant Head Teacher with responsibility for CEIAG and the administration team to address needs of all students, including support from teachers and external agencies, including the local IAG provider. Careers information is available in the Careers Library in the Library which is overseen by the Assistant Head Teacher and maintained by the Librarian.

## **Implementation: The CEIAG Programme**

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities and employability learning (including 2 week of work experience in key stages 4 and 1 week of work experience in KS5).

Other focused events, e.g. a Careers Forum are provided at Key Stage 3-5 and Challenge Days at Key Stage 3-5. Work experience takes place during Key Stage 4 and students prepare for work experience in the KS4 Challenge Day. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

All students receive at least two careers interview with the Careers Advisor during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education including Challenge Days, allowing for current labour market intelligence to inform these processes. The Careers Advisor runs a weekly lunchtime Drop-In Session where pupils from all year groups are able to access information and guidance. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post -16 and post-18 are identified and have an additional meeting with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Community leader/Senior Leader and implemented well before any student at risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

## **Staff Development**

Staff training is identified by a needs analysis and planned for in the SIP. In addition, there are briefings provided to all staff from the Careers department e.g. how Gatsby is incorporated in activities across the school.

## **External Partnerships**

Independent Careers Advice:

An annual partnership agreement is negotiated between the school and the Prospects Service who provide the external Careers Advisor.

Firm links have been established with Bromley Education Business Partnership and a range of employers, particularly through the provision of work placements. All KS4 and

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KS5 pupils undertake work placements. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors.

Employers offering apprenticeships and information is shared with pupils about available apprenticeships via the Careers Administrators and the Careers Advisor. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with Universities and Further Education colleges, who often come into school to speak with pupils. Any provider wishing to request access should contact the Assistant Head Teacher with oversight of CEIAG in the first instance. Our Challenge Days throughout the year are the perfect opportunity for education providers to speak to relevant pupils.

## **Resources**

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Head Teacher with oversight of CEIAG is responsible for the effective deployment of resources. In addition, there is a specific budget for career related learning and activities such as Careers Forum and Challenge Days.

## **Monitoring, review, evaluation and development of CEIAG (in relation to external agencies)**

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Administrators and the Assistant Head Teacher with oversight of CEIAG:

Annual review of partnership activities with the Prospects Service.

Annual review of partnership with Bromley Education Business Partnership.

Developmental activity is identified annually in the SIP.

Feedback on the effectiveness of the CEIAG programme is sought through student and parent/carer feedback questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.

Awarded the Quality in Careers Standard, accredited in November 2020.

Review and adherence to the Gatsby Benchmarks as initiated by the Careers Cluster.

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## Appendix 1

### Statement of Entitlement

As a student at Blackfen School for Girls, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to identify and develop your skills and abilities, be aware of what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

#### **At all Key Stages you can expect ...**

- access to a planned programme relevant to your year group.
- access to a qualified impartial and independent careers adviser for personalised advice and guidance.
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- information about further and higher education, training and apprenticeships and employment pathways.
- information about the world of work and how the labour market is evolving.
- to take part in activities which challenge stereotyping and raise your aspirations to develop skills and qualities to improve your employability to be well prepared for different transitions.
- help to develop financial capability skills.
- to develop enterprise skills.
- to develop and strengthen your personal presentation skills for selection processes.
- sign posting to relevant up-to-date and impartial sources of careers information and advice.
- not to have limitations imposed on your aspirations based upon your social, economic or ethnic background.

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## ALL STUDENTS WILL:

### By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources via the Library and Kudos.
- Be set targets and review progress during Community time.
- Receive careers information and on-going support from staff such as your Community Leader.
- Take part in the Year 9 Options programme where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent and impartial Careers Advisor.

### By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through community time and through Challenge Days.
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor.
- Devise an action plan towards your career goals.
- Have taken part in an enterprise activity.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have developed financial capability skills.
- Have produced and reviewed a Curriculum Vitae.
- Have written a formal letter, e.g. covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Develop presentation and interview skills.
- Be able to access careers information and resources via the Library.
- Be offered the opportunity to take part in taster days/sessions.
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities.

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- Be given the opportunity to take part in work experience.

## **By the end of Key Stage 5:**

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor.
- Participate in an enrichment and tutorial programme focused on your personal development.
- Have had the opportunity to set targets and review your progress through on-going support from your tutor and subject teachers.
- Develop independent research skills.
- Have had the opportunity to meet university representatives.
- Have had the opportunity to meet apprenticeship providers.
- Have been given the opportunity to visit universities.
- Have been given the opportunity to volunteer or take part in work experience.
- Understand the UCAS process and be able to research different universities and courses using online resources.
- Have information and support with financial planning for university, work and training.
- Write a personal statement for a UCAS or job application.
- Have been mentored through the university application process or supported with job or training applications.
- Have access to information on how to apply for internships, sponsorships or Gap Year placements.
- Be given the opportunity to take part in enterprise and challenge activities.
- Be registered with Unifrog for up-to-date information on further education opportunities.

## **Appendix 2**

This policy sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligation under Section 42B of the Education Act 1997

## **Student Entitlement**

- All students in years 7-13 are entitled: to find out about technical education, qualifications and apprenticeship opportunities, as part of a careers programme



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which provides information on the full range of education and training options available at each transition point.

- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- Understand how to make applications for the full range of academic and technical courses.

## Management of provider access requests

A provider wishing to request access should contact:

Mrs Kellie Smith, Careers and Work Experience Co-ordinator

Email: [ksm@blackfen.bexley.sch.uk](mailto:ksm@blackfen.bexley.sch.uk)

## Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or parents/carers. This includes the following (not an exhaustive list as we regularly host providers on an ad hoc basis).

Please contact the careers department to identify an appropriate opportunity to conduct a visit. Whilst every effort will be made to support providers accessing Blackfen School for Girls students, the school will reserve the right to withdraw this opportunity.

Year	Autumn Term	Spring Term	Summer Term
8	<ul style="list-style-type: none"> <li>• Guest Speakers - Opportunities for students to encounter employers and further and higher education providers</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Challenge Day</li> <li>• Presentation by Prospects Careers Advisor</li> <li>• New Kudos – careers software programme</li> <li>• STEM activity session: external providers</li> <li>• Careers Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Discover Days - a selection of vocational based workshops delivered by outside agencies</li> <li>• Parent Evening</li> </ul>
9	<ul style="list-style-type: none"> <li>• Guest Speakers - Opportunities for students to encounter employers and further and higher education providers</li> </ul>	<ul style="list-style-type: none"> <li>• Small group sessions with Prospects Careers Advisor</li> <li>• 1-2-1 career sessions with Prospects Careers Advisor for SEND, LAC, FSM &amp; PP students.</li> <li>• Year 9 Options Evening</li> <li>• Year 9 parent Evening</li> <li>• New Kudos - careers software programme</li> <li>• Careers Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Discover Days - a selection of vocational based workshops delivered by outside agencies</li> <li>• Introduction to work experience</li> </ul>
10	<ul style="list-style-type: none"> <li>• Careers Co-ordinator supports students in finding work experience placements</li> <li>• Lunchtime career sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Evening</li> <li>• Lunchtime careers sessions</li> <li>• Careers Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Small group sessions with Prospects Careers Advisor - post-16 choices</li> <li>• 1-2-1 career sessions with Prospects Careers Advisor for SEND, LAC,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Parent Information Evening</li> </ul>		<p>FSM &amp; Pupil Premium students.</p> <ul style="list-style-type: none"> <li>• Work Experience Challenge Day</li> <li>• New Kudos - careers software programme</li> <li>• Rah Rah Theatre Company - WexFactor</li> <li>• Rah Rah Theatre – Communication Workshop</li> <li>• 2-week work experience placement</li> </ul>
11	<ul style="list-style-type: none"> <li>• Work Experience Debriefing session</li> <li>• Post-16 Open Evening</li> <li>• Group meetings with transition co-ordinator</li> <li>• 1-2-1 career sessions with Prospects Careers Advisor to explore post-16 choices and career pathways offered to all year 11</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive job and apprenticeship search activities.</li> <li>• Activities arranged as part of National Apprenticeship Week.</li> <li>• Follow up meetings with transition co-ordinator</li> <li>• Sixth Form taster programme</li> <li>• Sixth Form subject selection meetings with LT</li> <li>• Careers Forum</li> <li>• Parent Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship talk by transition co-ordinator</li> <li>• Prospects Careers Adviser to provide tailored support where needed</li> </ul>
12	<ul style="list-style-type: none"> <li>• 'Next Steps' workshop day: UCAS/apprenticeship information</li> <li>• Parent Information Evening</li> <li>• Skills for London careers/apprenticeship exhibition</li> <li>• Assembly programme</li> <li>• Tutor activities</li> <li>• NCS</li> <li>• Micro-Tyco</li> </ul>	<ul style="list-style-type: none"> <li>• University Information Evening</li> <li>• UCAS convention</li> <li>• Careers Forum</li> <li>• Top universities conference</li> <li>• Careers workshop Day</li> <li>• Work experience: one week</li> <li>• Parents evening</li> <li>• Level 2 students: apprenticeship provider presentation</li> <li>• Level 2 students 1 to 1 meetings with transition co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sussex university Trip</li> <li>• University Open days and taster course</li> <li>• UCAS workshop</li> <li>• Level 2 students 1 to 1 meetings with outside provider (council)</li> <li>• Unifrog introduction</li> </ul>
13	<ul style="list-style-type: none"> <li>• Parent Information Evening</li> <li>• Skills for London careers/apprenticeship exhibition</li> <li>• UCAS workshop</li> <li>• Transition co-ordinator talk about apprenticeships</li> <li>• University Open Days and taster courses</li> <li>• Parents evening</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Forum</li> <li>• Individual meetings with transition co-ordinator</li> <li>• Website – 'live' apprenticeship opportunities</li> </ul>	

## Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider

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presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

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 students before school, break time, lunchtime and after school.