



CURRICULUM POLICIES CAREERS EDUCATION (CE) AND INFORMATION ADVICE AND GUIDANCE (IAG)

It is the responsibility of all Bay Education Trust employees and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.

**Formulated and Agreed by the BET Board:
Next Review Date: As Required**

1. Definition

Careers Education (CE): Refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

2. Information Advice and Guidance (IAG):

Information when used in IAG means the provision of information on learning, careers and work opportunities. Information can be provided in a range of formats including:

- Printed materials such as leaflets.
- Audio-visual materials such as YouTube.
- Computer software/ internet websites.
- Verbal information to the client on a face-to-face basis or through local or national help-line services.

Advice refers to interaction with the student, usually on a one to one basis. It may require:

- How to access and use information.
- Recognition of when more in-depth services may be required and referrals to an external agency.

Guidance is an in-depth interview conducted by a trained adviser which helps clients to:

- Explore a range of options.
- To relate information to their own needs and circumstances.
- To make decisions about their career i.e. their progression in learning and work.

3. Entitlement

- All students are entitled to a Planned Programme of Careers Education, which is designed to help them develop their individual career aspirations.
- The Academy's Programme is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- The Academy has a commitment to retain the Investor in Careers Award as it helps to monitor, review and evaluate the provision it delivers.

4. Statutory Duties:

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11. (Appendix 1.)
- Careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

- a. This advice must cover a range of education or training options
- b. This guidance must be in the best interests of the pupil
 - There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
 - The school must have a clear policy setting out the manner in which providers will be given access to pupils. (Details available in Provider Access Policy Appendix 3.)
 - The school will base its careers provision around the Gatsby Benchmarks (Appendix 1.)

5. Delivery

The Academy offers pupils academic challenges which enable them to realise their own potential. To ensure this happens pupils are given a comprehensive programme of information and advice on further education, current labour market opportunities and voluntary and gap year opportunities. At the heart of our philosophy is our commitment to equal opportunities and this is reflected both in our educational programmes and in the way in which they are delivered. Due consideration is given to the special needs of individual pupils.

The Academy uses the 8 Gatsby Benchmarks as a framework for its careers provision:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

Further to the provision provided through core curriculum lessons pupils are given:

- Accurate, comprehensive, reliable and up-to-date information, that is well displayed, well maintained and easily accessible.
- Opportunities through taster sessions, guest speakers and trips and visits to acquire further skills and knowledge on future pathways.
- Encouraged to participate in work experience to enhance their knowledge and understanding of the world of work.
- 1-1 interviews and specialist guidance offered by the Careers Coordinator and Careers South West.

6. Roles and Responsibilities

The Head of School will ensure that:

- The policy is integrated into the Academy's curriculum and implemented in accordance with the above principles.

The BET Board will ensure that:

- the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - Based on the eight Gatsby Benchmarks;
 - Meeting the school's legal requirements;
 - Ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11;
 - There will be a member of the Board who takes a strategic interest in CEIAG and encourages employer engagement.
- Sufficient resources are allocated to the programme.
- The effectiveness of Careers Advice is evaluated and the outcomes reflected in future plans.

The Careers Lead will:

- Organise and coordinate the provision of CEG across the Academy.
- Deliver relevant INSET to other staff.
- Monitor and report on Destination Data.
- Liaise with outside bodies concerned with Careers Education.
- Ensure the provision of suitable, up to date, resource materials.
- Develop Academy-based materials for pupils and parents.
- Evaluate the programme annually.
- Ensure that the correct Health and Safety protocol is adhered to with regards to Work Experience placements of young people.

The Careers Administrator will:

- Maintain and populate the Academy's online Careers Hub facility.
- Provide support for the Careers Lead.
- Maintain accurate databases linked to Destination Data and Work Experience.
- Work alongside the Careers lead to enable students to make positive transitions.

Staff will:

- Deliver aspects of the Careers Education programmes as requested.
- Be familiar with the details of the Careers Education Programme so they can support students, particularly in their role as Form Tutors.
- Include careers-related elements in their Schemes of Work where appropriate.
- Feedback to students on their progress and achievement.

Careers South West will:

- Provide Impartial and Current Information Advice and Guidance to the Academy's most vulnerable pupils.
- Support the Academy in delivery of CEG.
- Publish annual Year 11 student destination data.

Pupils will:

- Behave positively and responsibly.

7. Engaging with Parents/ Carers

The Careers Department has a wide range of learning materials and resources for students/ parents and carers to use. Parents and students can also contact dedicated careers staff for help and advice. Guidance is supplemented by a wide range of careers activities and events and the educational aspect is taught through form tutorials, assembly time and dedicated Careers PSHE lessons.

8. Safeguarding

Refer to the Academy's Safeguarding Policies:

- Safeguarding Children
- Lone Working
- Safeguarding Children - Allegations against Staff

9. Procedures for Reviewing Effectiveness of Programme

Feedback from staff, parents and pupils will help to judge the effectiveness of the Careers Education Programme. The Careers Lead will be responsible for developing methods to collect these views. There will be an annual Academy based evaluation of the effective implementation of this policy. This will take place in the Summer Term, using the local quality standards for CEG to identify desirable improvement.

10. Resources

Funding is allocated in the annual budget. Funding for developments in the Academy's Improvement Plan is considered in the context of whole Academy priorities. Sources of external funding to improve CEIAG provision are actively sought.

11. Policy Links

It is underpinned by the Academy's policies for teaching and learning, assessment, recording and reporting achievement, enterprise and work related learning, equal opportunities, health and safety, and special needs, lone working, safeguarding, assessment and record keeping, feedback to parents and pupils and marking.

<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>	<ul style="list-style-type: none"> • 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. • 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. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<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>	<ul style="list-style-type: none"> • 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<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>	<ul style="list-style-type: none"> • A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
<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>	<ul style="list-style-type: none"> • 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>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>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

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.	<ul style="list-style-type: none"> • 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. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<ul style="list-style-type: none"> • 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. • 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. • *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	<ul style="list-style-type: none"> • 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.



Appendix 2. Careers Overview: Years 7 – 11 2019-2020 Academic Year



Autumn Term 2019					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	ALL
<ul style="list-style-type: none"> • Careers Hub Assembly • Aspirations Survey 	<ul style="list-style-type: none"> • Careers Hub Assembly • Aspirations Survey 	<ul style="list-style-type: none"> • Fast Tomato Workshops • Parents' Evening • Appointments • IGD Workshop • Careers activity day • Royal Marines Workshop • Careers Hub Assembly • Aspirations Survey 	<ul style="list-style-type: none"> • Year 10 Raising Aspirations Evening. • Parents' Evening • Careers Hub Assembly • Aspirations Survey 	<ul style="list-style-type: none"> • Work Experience Health & Safety Assembly • NCS Tutor Group Discussions • Work Experience • 1-1 careers appointments with CSW Adviser • Parents' Evening • NCS Non-Engagement in Work experience workshop • Future intentions Assembly • Apprenticeship Assembly • PSHE Lessons • Careers Hub Assembly • A Level Alumni Workshop • Aspirations Survey 	<ul style="list-style-type: none"> • Displays • Careers Hub • Afterschool & Lunchtime drop-ins • Email correspondence • Access to computers, phone-line, literature <p>Awards</p> <ul style="list-style-type: none"> • National Careers Service National Award 2016 • Investor in Careers Award <p>2019-2020 Projects</p> <ul style="list-style-type: none"> • Next Steps SW programme member • Member of Heart of South West Careers Hub • Inspiring Futures (SEN Work Experience) Programme • NCS School Coordinator Programme member
Spring Term 2020					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	ALL
<ul style="list-style-type: none"> • Careers Advice available at Parents evening 	<ul style="list-style-type: none"> • Parents' Evening. • Options Q & A drop-in for Parents and Pupils • Options/ Careers Assembly • LAC 1-1 Careers Appointments • Options Lunch time drop-in • PSHE Lessons 	<ul style="list-style-type: none"> • Options Evening • Option Choices Lunchtime drop-ins • Options Assembly • LAC 1-1 Careers • PSHE Lessons 	<ul style="list-style-type: none"> • University Residential Activity Launched • Work Experience Application Assembly • Future Options Assembly 	<ul style="list-style-type: none"> • Year 11 Missing Destinations Careers Appointments (NEET Potentials) • College Application Lunchtime drop-ins. • National Citizens Service Presentation 	<ul style="list-style-type: none"> • Displays • Careers Hub • Afterschool & Lunchtime drop-ins • Email correspondence • Access to computers, phone-line, literature <p>Awards</p> <ul style="list-style-type: none"> • National Careers Service National Award 2016 • Investor in Careers Award <p>2019-2020 Projects</p> <ul style="list-style-type: none"> • Next Steps SW programme member • Member of Heart of South West Careers Hub • Inspiring Futures (SEN Work Experience) Programme • NCS School Coordinator Programme member

Summer Term 2020

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	ALL
<ul style="list-style-type: none"> • Kidzania Trip • PSHE Lessons. 	<ul style="list-style-type: none"> • Alumni Assembly 	<ul style="list-style-type: none"> • Apprenticeship Assembly • HE Assembly • RAF Activity & Presentation 	<ul style="list-style-type: none"> • LAC 1-1 Careers Appointments • Armed Forces Presentation • Securing a Work Experience Assembly • PSHE Lessons • Army Residential Week • FE Taster day 		<ul style="list-style-type: none"> • Displays • Careers Hub • Afterschool & Lunchtime drop-ins • Email correspondence • Access to computers, phone-line, literature <p><u>Awards</u></p> <ul style="list-style-type: none"> • National Careers Service National Award 2016 • Investor in Careers Award <p><u>2019-2020 Projects</u></p> <ul style="list-style-type: none"> • Next Steps SW programme member • Member of Heart of South West Careers Hub • Inspiring Futures (SEN Work Experience) Programme • NCS School Coordinator Programme member

All Year Round Activities

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	ALL
<ul style="list-style-type: none"> • 1-1 guidance appointments – Year Team/ Parent/ carer / Teacher referrals. • Form time careers/ option choices questions on a postcard activity. 	<ul style="list-style-type: none"> • Subject based visits/ activities universities/ businesses/ Armed Forces. • 1-1 guidance appointments – Year Team/ Parent/ carer / Teacher referrals. • Form time careers/ option choices questions on a postcard activity. 	<ul style="list-style-type: none"> • Subject based visits/ activities universities/ businesses/ Armed Forces. • 1-1 guidance appointments – Year Team/ Parent/ carer / Teacher referrals. • Form time careers/ option choices questions on a postcard activity. 	<ul style="list-style-type: none"> • 1-1 guidance appointments – Year Team/ Parent/ carer / Teacher referrals. • Subject based visits/ activities universities/ businesses/ Armed Forces. • Form time careers/ option choices questions on a postcard activity. 	<ul style="list-style-type: none"> • 1-1 guidance appointments – Year Team/ Parent/ carer / Teacher referrals. • Subject based visits/ activities universities/ businesses/ Armed Forces. • Form time careers/ option choices questions on a postcard activity. • Careers Lunchtime drop-ins. 	<ul style="list-style-type: none"> • Displays • Careers Hub • Afterschool & Lunchtime drop-ins • Email correspondence • Access to computers, phone-line, literature <p><u>Awards</u></p> <ul style="list-style-type: none"> • National Careers Service National Award 2016 • Investor in Careers Award <p><u>2019-2020 Projects</u></p> <ul style="list-style-type: none"> • Next Steps SW programme member • Member of Heart of South West Careers Hub • Inspiring Futures (SEN Work Experience) Programme • NCS School Coordinator Programme member

Appendix 3

CURRICULUM POLICIES

**Provider
Access
Policy**

It is the responsibility of all Bay Education Trust employees and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.

Policy History

1. Approved by Bay Education Trust (BET) Board on Monday 22nd January 2018. Next review date as required.

VERSION	1	
APPROVED	Jan 2018	
REVIEW DATE	Jan 2021	
SIGNED CHIEF EXECUTIVE		PRINT NAME Stephen Kings
SIGNED CHAIR OF TRUST BOARD		PRINT NAME Gavin Jones

Introduction

This policy statement sets out the Academy's arrangements for managing the access of providers to pupils 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 obligations under Section 42B of the Education Act 1997.

Student entitlement:

Students in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which helps to provide information on the full range of education and training options available at each transition point.
- To hear from a range of providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests Procedure:

A provider wishing to request access should contact *Mrs Laura Hay, Careers Lead*,
Telephone: 01803 403003, Email: careers@paigntonacademy.org

Opportunities for access:

The Academy is happy to display materials and hand out literature to pupils and parents. All requests should be sent through via the above contact.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 8	<ul style="list-style-type: none">• Life skills – assembly• Tutor group opportunities	<ul style="list-style-type: none">• KS3 Options event• Life skills – assembly• Tutor group opportunities• Options Choices- lunch time drop in• Taster events & visits to other FE/ HE/ employment providers	<ul style="list-style-type: none">• Life skills – assembly• Tutor group opportunities• Options Choices- Lunch time drop in• Taster events & visits to other FE/ HE/ employment providers

Year 9	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities 	<ul style="list-style-type: none"> • KS4 options event • Taster events & visits to other FE/ HE/ employment providers • Options Choices- Lunch time drop in 	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities • Taster events & visits to other FE/ HE/ employment providers
Year 10	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities • PSHE Lessons 	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities • PSHE Lessons • Taster event& visits to other FE/ HE/ employment providers 	<ul style="list-style-type: none"> • Life Skills – assembly • work experience preparation sessions • PSHE Lessons • ‘Speed Networking’ event with providers and employers • Taster events & visits to other FE/ HE/ employment providers
Year 11	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities 	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities • Options Choices- Lunch time drop in 	<ul style="list-style-type: none"> • Life skills – assembly • Tutor group opportunities • Options Choices- Lunch time drop in

The school policy on safeguarding sets out the school’s approach to allowing providers into school as visitors to talk to our students. (Please see the Paignton Academy Safeguarding Policies incorporating Child Protection Procedures, accessible on the Paignton Academy website: <http://www.paigntonacademy.org/academy-policies/> or from the Head of School’s PA)

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 presentations. This will all be discussed and agreed in advance of the visit. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre links can also be added to the careers hub section of the academies website.

