



THE BISHOPS' BLUE COAT

CHURCH OF ENGLAND HIGH SCHOOL

Careers Education, Information and Guidance Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness' (John 10: 10)

Is this policy statutory?	Yes
Review Period	3 years
Date of approval	April 2023
Committee	Student

NB. This policy has been created in line with the 'Department for Education Careers Guidance and Access for Education and training providers' 2015 (updated in 2023).

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Statement of Intent

- Our school vision states that:

The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).

- We understand the importance of educating students about different careers, for them to make informed choices about their future pathways.
- We aim to provide impartial information, advice, guidance and support for both students and prospective students. It is envisaged that this support will empower students to reach well-informed, reasoned decisions about their future education, training and occupations. Students will be encouraged to recognise and utilise their academic and non-academic skills to achieve their true potential in life and foster a culture of life-long learning.
- All students will be given the opportunity to develop the knowledge, skills and attitudes to manage their own learning.
- All students will have access to careers education and guidance, irrespective of race, gender, special needs, culture background and ability.
- Students will have access to careers education guidance and information at the point of need.
- The careers education guidance and information provided will be impartial and free from bias towards any particular organisation, employer or individual.
- All students will receive the statutory advice, guidance and opportunities as set out in the government's Gatsby Benchmarks

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [DfE Careers guidance and access for education and training providers](#)
- [Gatsby Benchmarks](#)
- [CDI Career Framework](#)
- [Children and Social Work Act 2017](#)

This policy operates in conjunction with the following school policies:

- Dignity and Respect Policy
- SEND Policy
- Disadvantaged First Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Acceptable Terms of Use Agreement

2. Definitions

- For the purpose of this guidance, ‘careers guidance’ refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.
- For the purpose of this policy, “career education” is defined as teaching students to develop the skills that are needed to evaluate potential career paths.
- The Careers Education and Guidance curriculum will be developed in consultation with teachers, students, and parents, and in accordance with DfE recommendations.

3. Roles and Responsibilities

The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the careers curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students.
- Providing clear information to parents and education providers on the subject content
- Ensuring careers is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The Head of Careers and Work-related learning is responsible for:

- Overseeing the delivery of careers education.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the careers curriculum and advising on their implementation.
- Monitoring the learning and teaching of careers, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to the Gatsby benchmarks.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing, and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher and governing body.
- Line managing the careers advisor and evaluating the effectiveness of careers advice and guidance

Teachers of Careers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering a high-quality careers education that is appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the Head of careers and work-related learning about key topics, resources, and support for individual students.
- Monitoring student progress in Careers Education.
- Reporting any concerns regarding the teaching of Careers to the Head of Careers and work-related learning or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.

- Advising staff on the use of TAs in order to meet students' individual needs.

4. Organisation of the Careers Education, Information and Guidance Curriculum

- The majority of the CEIAG curriculum will be delivered through PSHE lessons, form times and Personal Development Days (three days of the school year where the timetabled curriculum is collapsed to allow opportunities for external input, for our students to explore the different strands of Personal Development). The overview of the curriculum from year 7 to 13 is outlined in Appendix A.
- The curriculum has been developed in line with the CDI Framework and Gatsby benchmarks.
- The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- The CEIAG curriculum is informed by local labour market information and adapted to address the needs of the students and the community.

5. Impartial Careers Advice and Guidance (Gatsby Benchmark 8)

- All students are welcome to make an appointment with the school's Careers Advisor, who is brought in using Mploy and work in the school on Wednesday. This service is actively marketed to Year 8 – Year 13 students.
- In addition to a booking via form tutors or the head of careers, the Careers Advisor makes priority appointments for Pupil Premium and SEN students from Year 9 upwards. The Careers Advisor also makes appointments for students to ensure that all either book an appointment or are invited for one during KS4 and KS5.
- Year Leaders, Pastoral Support Officers, Form Tutors and other staff may refer students for a careers appointment where this is deemed appropriate. Furthermore, lists of students identified as making insufficient progress may be targeted.
- In order to ensure that each KS4 and KS5 student receives a careers interview, 2-year records of interviews are kept.
- Following each careers interview, a student has access to an action plan via Unifrog. A copy of this action plan is also kept centrally by the Careers Advisor.
- The Careers Advisor is also present at Yr9, Yr11, Yr12 and Yr13 parents' evenings.
- In addition to this, every student from year 7 to 13 has access to Unifrog, an online careers advice package. Students are introduced to this service through form time and personal development sessions.

6. Careers Information (Gatsby Benchmark 8)

Careers information is distributed through various means:

- Assemblies are delivered to all year groups to promote work related learning which includes assemblies on Apprenticeships as well as other careers opportunities.
- The school's website also contains a careers page which provides information on the impartial advice and guidance that the school offers in addition to links to the National Careers Service and National Apprenticeship Service. It is also used, along with Satchel, to advertise apprenticeship positions that the school becomes aware of.
- A careers newsletter is distributed to form tutors of Year 10, 11, 12 and 13 students and emailed to students and parents VIA SMHW. It is also displayed on the school social media site. This is used to distribute information sent to the school by employers (regarding, for example, open days) in addition to being used to promote services such as the National Careers Service and internal events. A log of which employers and services that have been promoted is kept in order to prevent undue prominence being given to any particular employer/service and to ensure that sufficient exposure is given to services such as the National Careers Service and National Apprenticeship Service and to ensure that a broad range of industries and careers are covered
- The school provides all students from Years 7 to 13 with access to information on technical education qualifications and apprenticeship programmes in addition to a full range of education and training options available at each transitionpoint (Gatsby benchmark 5 and 7). Students will have the opportunity to hear from a range of local providers and these local providers can request to gain access to students as outlined later in this policy.
- In addition, ad-hoc emails are sent to form tutors by the Head of Work-Related Learning and the Careers Advisor to inform students of specific opportunities.

7. Work Experience (Gatsby Benchmark 6)

- All Year 10 and 12 students have access to, and are strongly encouraged to take part in, a block work experience placement. Students are encouraged to self-place although the school endeavours to provide placements for all students who are not able or willing to self-place.

- Form time sessions and PSHCE are used to prepare students for their placement and an evaluation is conducted following the placement during form time which includes the completion of an anonymous questionnaire. All returned questionnaires are used to evaluate the effectiveness of the work experience programme. In addition to this, students are invited to complete a reflective journal during their placement.

8. Enterprise / Employability Skills

- The school actively promotes enterprise skills; however, these are referred to as “employability skills”. These are promoted through Work Related Learning content taught in form time using Unifrog and through enterprise activities which take place on Personal Development days.
- A pre- and post-activity evaluation is carried out which allows students to reflect on their progress in developing the skills of Teamwork, Creativity, Communication, Decision Making and Leadership. A random sample, comprising no less than a third of the year group, is used to analyse progress to contribute to the internal evaluation of the effectiveness of these activities.
- Employability skills also feature in some PSHCE lessons across all year groups.
- Unifrog is used as a self-tracking document where students can log their employability and careers experiences (Gatsby Benchmark 3). The aim of Unifrog is to equip students with the skills, knowledge, and competencies, distinct from their academic work, that will help them to succeed in the future.

9. Working with External Agencies

- We encourage curriculum delivery by external agencies and education providers. Appendix B outlines how employers, education providers and other external agencies interact with the school to help enhance the careers programme.

10. Monitoring and Quality Assurance

- The Head of Careers is responsible for monitoring the quality of teaching and learning for the subject.
- The Head of careers evaluates the careers programme via student, parent, teacher and employer feedback

- The Careers advisors' effectiveness is evaluated by MPLOY in the form of student surveys.
- The Head of Careers works regularly and consistently with their SLT Line Manager (the Assistant Headteacher responsible for Aspiration and Personal Development) through review meetings, to evaluate the effectiveness of the careers education in the school and implement any changes.

11. Monitoring and Review of the Policy

- This policy will be reviewed by the Headteacher in conjunction with the Head of Careers subject leader on an annual basis.
- Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.
- Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the CEAIG curriculum

Appendices

Appendix A

CEIAG scheme of work (from Feb 2023)

Careers lessons can be delivered during PSHE, form times or personal development days. Most lessons are based around Unifrog (careers software), and all staff actively encourage students to use Unifrog on a regular basis. Below are the topics that will be covered in each year

KS3

Year Group	Lesson taught	Gatsby benchmarks
7	<ol style="list-style-type: none"> 1. <u>Unifrog launch</u> – students log on to Unifrog 2. <u>Careers treasure hunt</u> -students will define the term career and use the search tool for careers on Unifrog 3. <u>What are skills?</u> – students will identify skills and competencies and learn how to write about their own 4. <u>Recording activities</u> – students will identify what activities they do and learn how to write about them 5. <u>Interests profile</u> – students will reflect on their interest and how it links to their future careers 6. <u>Dream jobs?</u> – students explore what factors influence a persons dream job and consider what their dream job would be 	<p>3</p> <p>2,3,4</p> <p>3</p> <p>3</p> <p>2,3</p> <p>2,3</p>
8	<ol style="list-style-type: none"> 1. <u>Careers treasure hunt (2)</u> -students will define the term career and use the search tool for careers on Unifrog 2. <u>Career terminology</u> – students will learn key career terminology and explain why it is useful 3. <u>What does success mean?</u> – students will identify what motivates them to succeed 4. <u>CV writing</u> – work in groups to write a CV 5. <u>What makes a great communicator?</u> – students will learn why communication is important and how they can improve their communication skills 6. <u>Activities and competencies</u> – students will match skills to definitions and learn how these are demonstrated in daily activities 	<p>2,3,4</p> <p>2</p> <p>2,3</p> <p>3</p> <p>3</p> <p>3,4</p>
9	<ol style="list-style-type: none"> 1. <u>Identifying interests</u> – students will identify their interests and how they are connected to their future career plans 2. <u>GCSE choices</u> – students will learn how to make informed decisions on their GCSE choices taking into account a range of factors 3. <u>Careers treasure hunt (3)</u> -students will define the term career and use the search tool for careers on Unifrog 	<p>2,3,4</p> <p>3,7</p> <p>3,4</p>

	4. <u>What makes a good leader?</u> – students will identify what makes a good leader and how they have demonstrated their own leadership skills	3
	5. <u>Your skills, your team, your future</u> - students will learn what is needed for good teamwork and how they have demonstrated this	3
	6. <u>Talking about activities</u> – students will be reminded how these are connected to their career choices and will learn how to describe the activities they do	3

In addition to these lessons in KS3 students will have at least 2 employer led and education provider assemblies and an assembly on labour market information.

KS4

Year Group	Lesson taught	Gatsby benchmarks
10	1. <u>Work experience how to research placements</u> – students will learn how to find work experience that fits with their interests	2,3,6
	2. <u>Work experience CV's and cover letters</u> – students will learn the difference between CV and cover letters and how to construct them	5
	3. <u>Work experience How to contact employers</u> – students will learn how to email/phone an employer with confidence	5
	4. <u>Careers treasure hunt (4)</u> -students will define the term career and use the search tool for careers on Unifrog	2
	5. <u>Personality profile</u> – students will discover their personality type and how it is linked to their career choices	3
	6. <u>What makes a great team player</u> – students will learn why this is an important skill that employers are looking for and how they demonstrate it themselves	3
11	1. <u>Post 16 choices</u> – students will learn how to search for and research post 16 choices	3,7
	2. <u>Understanding BTEC's</u> - students will understand what a BTEC is and how they differ from other qualifications	3,7
	3. <u>A level choice</u> – students will learn how to use a variety of skills to select which A levels are correct for them	3,4,7
	4. <u>Subjects' library</u> – students will learn about and explore what subject profiles are correct for them	3,4,7
	5. <u>Apprenticeships</u> – understand what apprenticeships are and how they work	2,3,7
	6. <u>Interview skills</u> – students will identify the key skills for interview success	3
		3

	7. <u>Leaving secondary school</u> – students will learn the changes that will happen upon leaving secondary school and tools they can use to manage these changes	
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In addition to these lessons at KS4 students will have 2 weeks compulsory work experience in year 10, a mock interview in year 11 and assemblies from 2 employers, colleges and other education providers. All students will have an interview with the career’s advisor.

KS5

Year Group	Lesson taught	Gatsby benchmarks
12	1. <u>Work experience curating your own online profile</u> – how to use social media safely	3
	2. <u>Goal setting</u> – students will learn how to set achievable goals and how to add those into their Unifrog locker	3
	3. <u>MOOC’s</u> – students will learn how to search for online courses to enhance their CV and personal statement	3,4
	4. <u>Post 18 choices</u> – students will learn and evaluate the different post 18 pathways	1,3,7
	5. <u>Using the UK university tool</u> – students will learn <u>what they need to consider when choosing their university courses</u>	3,8
	6. <u>Apprenticeship</u> – students will learn what this pathway is and how to find suitable apprenticeships	
	7. <u>Acing your personal statement</u> – students will explore a template for personal statements and understand how to write one	2,3 3,4
13	1. <u>Applications list</u> – students will understand what applications to add to their application list	3
	2. <u>Finalising personal statement</u> – students will evaluate their personal statement and seek advice where necessary	3
	3. <u>Interview skills</u> – students will identify the key skills for interview success	3

In addition to these lessons at KS5 students will have 1 week compulsory work experience in year 12, assemblies from 2 employers, universities and other education providers. There will be 2 school trips to local universities and all students will have an interview with the career’s advisor.

Appendix B

Provider Access Policy

Introduction

This policy statement sets out the school'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 7-13 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 timetabled 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:

- Airbus
- NHS
- Police
- Army
- Steven Gerrard Academy
- Leahurst Veterinary Practice

Destinations of our Pupils

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

- Continued to Bishops' Sixth Form
- Cheshire College South and West
- Reaseheath College
- Coleg Cambria

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

- University of Manchester
- Bristol University
- Airbus apprenticeship

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact, Dr Toczyski Head of Careers and Work-related Learning Email: ctoczyski@bishopschester.co.uk

Opportunities for Access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. 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

	Autumn Term	Spring Term	Summer Term
Year 7		Assembly and tutor group opportunities	Assembly and tutor group opportunities
Year 8	Assembly and tutor group opportunities	Assembly and tutor group opportunities	Assembly and tutor group opportunities
Year 9	Assembly and tutor group opportunities	Assembly and tutor group opportunities A 1 day collapsed timetable which is for careers/PSHE/STEM	Assembly and tutor group opportunities
Year 10	Lunchtime careers talks Assembly and tutor group opportunities A 1 day collapsed timetable which is for careers/PSHE/STEM A lesson within the study skills for success programme	Lunchtime careers talks Assembly and tutor group opportunities A lesson within the study skills for success programme	Lunchtime careers talks Assembly and tutor group opportunities Work experience programme

<p>Year 11</p>	<p>Lunchtime careers talks</p> <p>Assembly and tutor group opportunities</p> <p>A 1 day collapsed timetable which is for careers/PSHE/STEM</p> <p>A lesson within the study skills for success programme</p>	<p>Lunchtime careers talks</p> <p>Assembly and tutor group opportunities</p> <p>A lesson within the study skills for success programme</p>	<p>Lunchtime careers talks</p> <p>Assembly and tutor group opportunities</p>
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Year 12	<p>Work experience programme</p> <p>Briefing and tutor group opportunities</p>	<p>Post 16 destinations personal development session; info on universities and degreelevel apprenticeships.</p> <p>Oxbridge and elite student early UCAS evening</p> <p>Work experience programme</p> <p>Briefing and tutor group opportunities</p>	<p>UCAS evening</p> <p>Work experience programme</p> <p>Briefing and tutor group opportunities</p> <p>Destinations day in June</p>
Year 13	<p>Post 18 personal development afternoon. National apprenticeship service, university outreach and personal statement support.</p> <p>Briefing and tutor group opportunities</p>	<p>Student finance evening</p> <p>Briefing and tutor group opportunities</p>	

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

The school policies on safeguarding and visitors sets out the school's approach to allowing providers into the school as visitors to talk to our students. These can be found on the school's website.

Premises and Facilities

The school will make facilities available for discussions between the provider and students, as appropriate to the activity and timetable availability. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the head of careers.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the reception which will be displayed in the school library. This is available to all students at lunch, break time and after school.

Last updated September 2023 to be reviewed annually by Head of Careers and Work-related Learning and every 3 years by governors unless substantial changes are made.

This has been endorsed by the governing body of the Bishops' Bluecoat high School on