



The Bishop of Hereford's Bluecoat School

Careers Advice Information and Guidance

SLT Lead: Jonathan Nicholas

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme. We recognise that high quality careers guidance is important to help students live life in all its fullness (John 10:10).

our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them

- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

We seek to provide contacts with employers, mentors and coaches who can inspire students with a sense of what they can achieve and help them understand how to make it a reality.

It is part of the vision of our school that all learners, regardless of their race, gender or academic abilities, need a planned programme of activities to help them. This helps young people make decisions and manage transitions as learners and workers, choose pathways that are right for them and be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

We do this through our Skills for Life curriculum (S4L) and our careers advisor. Both the curriculum team leader for S4L and the careers advisor are responsible to the Assistant Head with responsibility for careers. We follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time.

BHBS provides Independent advice and guidance so that students can make the right choices for their future. Our students should ultimately make decisions about their own future and we will aim to provide as much support and information to assist in this process.

We have high aspirations for all our students and demonstrate this by placing real life insights into the workplace at the core of what we do. We work to inspire students to think about future possibilities; to aim high, motivating them in school as well as beyond; to be informed about education, training and career options; to assess their current strengths and areas for development; and to acquire the skills valued by employers.

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find in the policy section of our website

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.
- We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found in the policy section of our website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader (Jonathan Nicholas) works closely with our careers advisor (Lisa Williams) to deliver our careers programme. Jonathan Nicholas is on the senior leadership team (SLT) and can be contacted on 01432 347510 or emailing jnicholas@bhbs.hereford.sch.uk. Lisa Williams can be contacted by phoning 01432 347538 or emailing LWilliams@bhbs.hereford.sch.uk.

The role of the career leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:

- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations
 - Review our school's provider access policy statement at least annually, in agreement with our governing board

3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks:**

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

Careers links to different curriculum areas

Every lesson will begin and end with a focus on 'Life in all its fullness', which is linked to our school vision based around John 10:10. Teaching staff are expected to explain why the lesson will have a relevance to the future and in many cases there will be direct career links. These could be specific to a named career or include activities such as problem solving or teamwork, which are employability skills.

1:1 interviews with our careers advisor

BHBS employs a careers officer for 4 days a week. Every student in year 11 will have at least 1 face to face interview to help them decide on their transition pathway to further education, employment and training.

Annual Careers Fair

In October of every year, BHBS holds a Careers Fair for years 9, 10 and 11. St Mary's year 11 students are also invited to the event. There are usually upwards of 40 exhibitors including local colleges, independent schools, local firms, the uniformed services and national employers. The event is always very well received by students, parents and employers.

Taster Sessions

Hereford Sixth Form, Herefordshire and Ludlow College and Hereford College of Art are coordinated to offer a day of taster activities for all of year 10 in July. Students will attend two sessions of their choice, so that they can begin the process of deciding on the most suitable course to follow after leaving BHBS. In addition, our year 11 students can choose to attend further sessions at the sixth form in February. About half of the cohort will opt to do this.

Year 10 mock Interviews

To prepare year 10 for their first real interview (e.g. work experience placement, college place or job) we organise a Mock Interview day in the Spring Term. 20 volunteers from a variety of backgrounds run a 10 minute interview with each student. Each volunteer will see approximately 10 students and the feedback from students and interviewers is always excellent. Our Skills for Life scheme of work is tailored, so that students have had time to focus on interview technique, writing a CV and filling in a job application.

Year 10 Work Experience

All our year 10 students complete a week of work experience in the second half of the summer term. The majority get a placement that matches a career of their choice.

Targeted Interviews

Some students in years 9 and 10 also need urgent career advice if they are disaffected or in some sort of crisis. Our careers advisor is also involved in annual review statements for some KS4 students with a statement.

Learning about specific careers

A link to a short youtube clip will be provided every week about a specific career. This will be done by Lisa Williams via the student bulletin. This is so students are regularly exposed to different career opportunities throughout their 5 years at Bishops. These clips are to be shown in form time.

Skills for Life Lessons

Our students follow a PSHE program based on materials provided by 'Jigsaw'. The PSHE curriculum is called 'Skills for Life' at Bishops School. Here are the careers topics that are covered in each year group:

Key stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

Year 7

- My dreams and goals
- Key skills needed for the future
- Influences and consequences of decisions that positively affect my future

Year 8

- Short, medium and long term goals
- Employability skills
- Digital footprint and impact on career
- Money, wages and career goals
- What affects earning potential

Year 9

- Personal strengths
- Career options with access to Kudos career package
- The world of work

Key stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

Year 10

- Work life balance
- Work experience preparation
- Interview skills

Year 11

- Employment
- Types of employment
- Jobs in the future
- Dream job
- Managing your skill set
- Employment opportunities

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in

place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

More detail our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs Lisa Williams

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- > Student surveys
- > Learning walks
- > Leavers' information
- > Feedback from students, parents and employers after careers events

5. Links to other policies

This policy links to the following policies

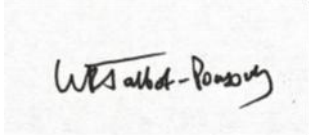
- > Provider access policy
- > Safeguarding policy
- > Equality policy
- > Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

The next review date is:

Approved by the Achievement and Quality of Teaching Committee

Handwritten signature in black ink on a light-colored background. The signature reads "W. S. Albert - Ponsbury".

Chairman

December 2023

Date.....