

# The Bishop of Hereford's Bluecoat School

## Careers Education, Independent Advice and Guidance Policy

Approved May 2016 and updated July 2018

Review date: July 2020

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At BHBS, we are committed to providing a planned programme of **Careers Education, Independent Advice and Guidance** [CEIAG] for all students in years 7 – 11 and to give learners access to impartial careers information, education and guidance. We adhere to the Gatsby Guidelines. It is vital in preparing young people for opportunities, responsibilities and experience of life. A young person's career reflects the progress they make in learning and work. We also seek to provide sustained 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 and mission 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 independent careers advisor – Mr. C Lush. Both the curriculum team leader for S4L, Mrs L. Barker, and Mr C Lush are responsible to the Assistant Head (Progress). 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.

### Entitlement

All students are entitled to CEIAG which meets professional standards of practice, which is impartial. CEIAG will also raise aspirations and promote equality and diversity. This is managed in S4L and in other curriculum areas: e.g. the science curriculum team is currently challenging gender stereotypes through a programme jointly implemented with the Institute of Physics.

### All learners in the school:

#### Take part in a careers education curriculum in years 7 – 11 that helps them to:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work
- Offer feedback and ideas on how to improve the careers curriculum

#### Have access to, and support with using careers information that is:

- Easy to find and available at convenient times and in convenient locations including on the school intranet and internet
- Clearly labelled and referenced in our learning hub
- Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help

- Unbiased and up-to-date

**Obtain career guidance that is:**

- Impartial
- Focused on individual needs and fit for purpose
- Supportive of equal opportunities
- Provided by people with relevant training and expertise

**Explore their career opportunities from years 8 to 11 using Kudos, a new online programme accessible to students and their parents at home as well as at school.**

Students are introduced to Kudos in year 8 in their Skills for Life lessons. They will be given projects to explore career paths, such as researching careers in the NHS etc. They will discover new ideas, understand which careers suit them and uncover how what they are learning in school links to future opportunities and their career destination.

- In Year 9, students use Kudos to research colleges and universities for their career plans.
- In Year 10, students develop and update their CVs and further research college options.
- In Year 11, they further develop their profiles and use these to support college applications.

Throughout these years, Kudos allows students and their parents to explore areas of interest in four different ways, by choosing ' My Future', 'Explore Subjects', 'Explore Work Areas' and 'Explore Careers'- each path allows a different approach to finding their most appropriate career path.

Kudos helps them plan their personal progression with information on apprenticeships, further education and university options. In addition, they can use Kudos to create CVs and develop personal statements to support their applications and get feedback from their teacher/adviser.

Kudos provides students with everything they need to make an informed decision about a career, such as what is involved, what skills employers are looking for, how to get into that career and, most importantly, how well suited the career is to them.

Kudos also provides Labour Market Information on career choices and, crucially, is accessible to parents to include their help with the appropriate choices.

Kudos also includes an integrated management suite, via the CASCAID Manager suite which allows teachers and advisers to track the students' activity and interests and assists in planning interventions and assistance.

Reports for each student can be downloaded to support guidance interviews, follow-up discussions, interaction with parents and final career applications.

**Students' needs**

The Careers programme is designed to meet the needs of learners at BHBS. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment while at BHBS.

**BHBS CEIAG Programme**

• **Careers advice**

BHBS employs a careers officer for 4 days a week on a term time contract. The role includes individual and group interviews with students, organising an annual Careers Fair, ensuring all year 10 students complete a week of work experience, arranging visits from employers and colleges; and monitoring destinations of year 11 leavers.

• **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 two thirds 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 July. The majority get a placement that matches a career of their choice.

- **Year 11 Interviews**

The majority of our career advisor's work is with year 11. This starts off in September where classes complete a CX1 form to identify their thoughts about future study. The forms are scrutinized and priorities are identified, based on the students responses. Students will have an individual interview to discuss options and our careers advisor will follow this up by arranging visits, interviews or providing reference material. Our careers advisor also works closely with study plus groups in years 10 and 11 and will speak to them about various opportunities, such as modern apprenticeships.

- **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.

- **Examples of other opportunities**

Throughout the year there are plenty of other opportunities to experience the world of work. In 2013/14 these including a year 10 visit to the skills show. The National Citizens Service (for year 11 leavers) visits BHBS annually to encourage entrepreneurial skills. Various organisations are also invited into school. They may work with smaller groups of students or speak to a whole year group about a particular career path.

- **Skills for Life**

In year 9 the scheme of work is based around students considering their futures with regards to options. They consider their strengths and weaknesses and use various sources to identify jobs that they may be ideal for in future. They will then develop a pathway to these through their choice of options and further education. They also complete a futures passport; this is basically a very simple CV to get them thinking about application forms and so on. Towards the end of the programme they go on to an Enterprise module where they look at business through an enterprise project.

In year 10 all students will have a work related learning unit. Within this unit they work through applying for college and jobs. So the application and interview process is covered. They also start

the 'Improve their Futures Passport' by creating a formal CV they can use for work experience. Students are also prepared for their mock interviews and their college visits.

In year 11, Chris Lush helps with college applications and speaks to every student. He will also visit all year 8, 9 and ten groups to talk about careers.

- **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. There is a curriculum element for S4L resources in addition to the employment of a Careers advisor.

- **Staff development**

Staff training needs are identified in conjunction with the relevant line manager through the Appraisal process. The school endeavours to meet training needs within a reasonable period of time.

- **Monitoring, review and evaluation**

The Partnership Agreement with our IAG coordinator is reviewed annually. The programme of activities is reviewed annually by the Assistant Head in conjunction with the CTL for S4L and independent careers advisor.

### **Post 16 expectations for students and the Local Authority**

Young people must stay in some form of education till the age of 18. This will either be:

- Full time study in school, college or a training provider
- An apprenticeship, traineeship or supported internship
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

In addition to supporting each student to move successfully from school to further study, training or employment with training BHBS works with the LA so that those who are need additional interventions (e.g. underperformance at GCSE level or who are disaffected) are given the appropriate assistance.

### **Statutory Expectations**

The Education Act 2011 (section 29), states that 'Schools share a duty to secure access to independent and impartial careers guidance. In March 2013 the guidance was updated; paragraph 13 explains that the career guidance must:

- Be presented in an impartial manner and promote the best interests of the pupils.
- Include information on all options available in respect of 16-18 education or training options, including apprenticeships
- In **year 8**, include information about options available at age 14, such as university technical colleges, FE colleges and sixth form colleges
- In addition to securing face to face guidance, schools must provide other careers activities for young people
- Ensure adequate support for students with SEN.

Ofsted gives careers guidance a higher priority in school inspections, taking into account how well the school delivers advice and guidance to all students in judging its leadership and management.

### **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 and equality and diversity. BHBS adheres to the Gatsby Guidelines. <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf> This policy also links to the provider access policy.

### **Review**

In addition to the annual review of curriculum content this policy is reviewed biennially by

Governors.

**Agreed by the Governors at their meeting of 11<sup>th</sup> July 2018**