

Oak Bank School Policy

Careers Education Information Advice and Guidance (CEIAG)

Inc. Provider Access Policy



Prepared by Approved by	Review Period	GB / Committee	Date Approved	Date of Next Review
MP & SB	1 Year	SLT	Oct 2023	Oct 2024

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Careers Education, Information, Advice and Guidance Policy

1.0 School Vision and context

Oak Bank School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.

2019: "The quality of careers education and guidance is exceptional. Pupils are provided with a wide range of external provision that is carefully and thoughtfully considered with pupils' interests in mind. Consequently, by the time they leave school, pupils mostly have clear pathways into work, college, the sixth form or occasionally apprenticeships".

2015 "Outstanding careers guidance and excellent partnership working with colleges and other providers help pupils gain high levels of work-related skills and qualifications. This all helps them to make the right choice for their future employment or training". "There are excellent arrangements to support pupils' transition into the world of work or college. The school uses a range of part-time alternative placements to enrich its curriculum and offer pupils opportunities to acquire vocational skills relevant to future employment or training. Leaders check meticulously on pupils' safety, attendance and behaviour at these placements as well as on their progress".

Raising the participation age, is the increased age to which all young people in England are required to continue in education or training.

Pupils who left year 11 in summer 2014 or later have to continue until at least their 18th birthday

Pupils are able to choose from:

- full-time education (eg at a school or college)
- an apprenticeship or traineeship
- part-time education or training
- employment or self-employment for 20 hours or more a week
- volunteering for 20 hours or more a week

Ofsted

Ofsted inspectors will take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and, if applicable, a separate judgement on the sixth form.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Two, Three Four and Five.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in the Appendix of this policy

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.

All members of staff at Oak Bank School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

The school has a series of statutory duties:

All registered pupils at the school must receive independent careers advice in Years 7 to 11

This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

This advice must cover a range of education or training options

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. The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 2 and mapped to the Careers Entitlement Programme in Appendix 3.

Oak Bank School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens

pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the staff involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted).

5.0 Governor Responsibilities

The governing body 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

The governing body will 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 governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.

All pupils 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 taster events; to understand how to make applications for the full range of academic and technical courses.

Appendix 1 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

The Senior Leadership Team will ensure that: the work of the Careers Advisor and CEIAG events are supported and monitored a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

Evaluations (pupils, parents)

Feedback from stakeholders through mechanisms such as the

Feedback from external visitors to the school such as the School Improvement Advisor and Ofsted;

the number of students who are NEET in October having left the school in the previous summer.

The governors of Oak Bank School will review this policy every 1 year.

Appendix 1

Provider Access Policy Statement

Management of provider access requests

A provider wishing to request access should contact

Mr Steve Ball, Careers & Post 16 Lead and Careers Tutor : sball@oakbank.beds.sch.uk

Or Telephone: 01525 374559

Date updated: October 2023

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Oak Bank School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Oak Bank School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Oak Bank School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Oak Bank School policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Entitlement

Oak Bank fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done through timetabled careers lessons, engagement in National Careers Week, National apprenticeship

week, IAG with Local Authority Level 6 trained Personal Advisors, Post 16/18 Transition planning, External Provision and work readiness programme and visits to colleges and training providers.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers lessons, Careers and Post 16/18 Transition events that Oak Bank School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with *Oak Bank School*.

Details of premises or facilities to be provided to a person who is given access.

Premises and facilities

Oak Bank School will make the Careers Room, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available any specialist equipment to support provider 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 for display in the Careers Room. The Careers room is available to all pupils throughout the school day.

Live/Virtual encounters

Oak Bank school will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Mr Steve Ball, Careers & Post 16 Lead and Careers Tutor : sball@oakbank.beds.sch.uk

Monitoring review and evaluation of Provider Access

The Policy is monitored and evaluated annually via the Senior Leadership Team and the school Governors.

Policy Reviewed: October 2023

Providers who have been invited into Oak Bank School to date include:

Central Beds College

Bedford College

Shuttleworth College

Barnfield College

MK College

GroundWorks

TCHC GAPS

Alter Rise

Department for Work and Pensions

University of Bedfordshire

Network Rail

BBC

Bedford Creative Arts

Central Beds LA

Luton LA

Hertfordshire LA

Bedford LA

Central Beds GRT Levelling Up

C&G Plastering Academy

Angling For Success

Christian Foundation

Educreate

Alumni

Destinations of previous pupils from Oak Bank School include:

Bedford College

ShuttleWorth college

MK College

Central Beds College

Barnfield College

Moulton College

TCHC GAPS

Christian Foundation

Ground Works

Hull College

C&G Plastering Academy

Princes Trust

APPENDIX 2 Gatsby Benchmarks

<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>	<p>☑ 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.</p> <p>☑ 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.</p> <p>☑ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<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>	<p>☑ 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.</p> <p>☑ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<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>	<p>☑ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>☑ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>☑ All pupils should have access to these records to support their career development.</p> <p>☑ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<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>	<p>☑ 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>
<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>	<p>☑ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity</p>

		to learn about what work is like or what it takes to be successful in the workplace.
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.	<p>☑ 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.</p> <p>☑ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
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.	<p>☑ 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.</p> <p>☑ 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.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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.	☑ 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 3 Careers Entitlement Programme

CAREERS EDUCATION	GATSBY	INTENT
Careers In The Curriculum and Study Programmes	123458	Linking curriculum education with the world of work so that pupils can make better informed career related decisions.
ASPIRE Programme	134	A whole school approach that underpins pupils learning lifelong skills in resilience, social skills, problem solving, independence, respect and expression.
ASDAN Short Courses and Qualifications	123458	Learning employability and transferable life skills, understanding personal attributes to prepare pupils for independence and the world of work.
Careers & Work Experience ASDAN Award	123456	Pupils explore careers opportunities including Apprenticeships and T Levels, consider Post 16 pathways, and prepare for Transition to Further Education, Training or Employment.
Peer Tutoring ASDAN and AQA Awards	123456	Pupils learn peer mentoring and leadership skills.
Prince's Trust Qualification	1234	Pupils develop their work readiness skills and prepare for pathways to progression.
City & Guilds Employability Skills Qualification	1234567	Industry Standard work related qualifications preparing pupils for the world of work.
NCFE Employability Award Qualification	1234567	Pupils develop and enhance employability skills in readiness for the world of work.
Technical Award Qualifications	123456	Technical qualifications where pupils gain an understanding and knowledge of working within chosen industry sectors.
Access to independent careers platforms and Labour Market Information	1234	Pupils have access to Information on occupations and employment to make informed decisions about future study and career options.
National Careers Week Activities	1234567	Linking curriculum education with the world of work so that pupils can make better informed career related decisions.
National Apprenticeship Week Activities	1234567	Pupils gain an understanding of Apprenticeships and routes into training opportunities.
Dedicated Careers room and careers library	2,3,4	Pupils have access to information on occupations and further study to make informed decisions about their future.
CAREER GUIDANCE		
One to One Careers Interviews with Personal Advisor	12348	Pupils receive independent impartial careers guidance through tailored discussions and interviews.
Action Plans	1238	Pupils are active in career planning and development, identifying and evaluating their career options.
Preparing For Adulthood Plans	1238	Pupils set goals and prepare for their future employment, education, independent living and wellbeing.
Career Conversations	1238	Pupils focus on career aspirations, learn about the world of work and evaluate different options at Post 16.
Annual Review of EHCP	138	Pupils, parents/carers and staff are aware of individual needs, interventions and next steps.

PEP and LAC Review & Target Setting	138	Target and outcome setting to support pupils with their transition into further education, employment or training.
Individual Support Plans for Post 16 Transition	13678	Pupils have an input into assessing their needs, planning supported and target setting for a successful transition into Further Education.
Careers Assemblies	1,2,4	Pupils prepare for their future success through aspirational assemblies linked to personal growth.
WORK READINESS AND EMPLOYER ENGAGEMENT		
External Provision Work Readiness and Experience Programme	123456	Pupils learn about the world of work through employer engagement and experience real life work placements.
Employer Engagement Encounters	123456	Pupils gain an understanding of their local labour market and to develop soft skills such as communication and teamwork in preparation for work.
Bespoke Work Experience Programme	123456	Pupils experience different working environments, build their confidence and network for future opportunities.
Enterprise Programme	123456	Pupils learn skills to plan and run a profitable business.
Construction Skills Certification Scheme Card - CSCS	123456	Pupils receive the appropriate training and qualifications to prepare for employment and the world of work.
Health & Safety Industry Qualification	123456	Pupils are competent in Health and Safety requirements in the workplace.
Access to top local sports facilities and coaching	1356	Pupils are aware of career opportunities and experience encounters with workplaces and employers.
STEM trips, activities and STEM Ambassador	123456	Pupils learn about STEM careers and how they link to curriculum learning whilst developing social responsibility skills.
Life Skills and PSHE Programmes	1234	Pupils are prepared for independent living, improve their social skills, learn time and management and build self esteem.
Independent Travel Programme	13	Pupils have decreased reliance on supported transport.
National Apprenticeship Show	123456	Pupils learn about Apprenticeship routes from employers and colleges.
Armed Forces Visits and Careers Discussions	1234568	Opportunities to find out about the broad range of public services roles and engage in educational activities.
Transition Pathways		
CV writing & Personal Statement sessions	138	Pupils learn how to write a CV, complete application forms and interview techniques.
Record of Achievement	8	Pupils can review and present their personal academic and extra curricular achievements.
Post 16/18 Transition Evening Events	1378	Pupils, parents, carers actively engaged in planning for next steps transition.
6th Form Transition Days	1347	Pupils are prepared for their next steps and take ownership of their study programme options.
Careers Events	12356	Pupils gain insight into work and further education opportunities, opportunities to meet employers.

Parents Consultation Events	138	Builds positive relationships with parents/carers through discussions on next steps transition.
College and University Visits	1378	Pupils experience college life and understand entry requirements for their next steps Post 16 transition.
College Applications	137	Pupils take responsibility for their future next steps and additional support needs.
DWP Employer Engagement Sessions	12348	Supportive sessions for pupils to identify skills and personal qualities needed for interviews and job applications.
Tutor and Key Worker time	13	A personalised approach to target setting, behaviour management, learning life skills and preparing for transition from school.
Visiting Alumni	157	Sessions with former pupils of Oak Bank. Offering knowledge of pathways and choices others have made beyond school.
Speakers for Schools Projects	567	Live project with employers and colleges/universities. Students experience production, directing, acting and editing a short film.