



Careers Education, Information, Advice and Guidance (CEIAG) Policy
and
Providers Access Policy Statement

Introduction

Believing in and preparing our students to achieve in their next steps after their time at Brook Green Centre for Learning (BGCFL) enables them to thrive, be it in education, work placement and in their communities.

Intent and Aims:

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, families, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for the futures of our student in order to enable them to continue to thrive once they leave Brook Green Centre for Learning. Brook Green Centre for Learning aims to:

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

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 on the school's 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.

Roles and responsibilities

Careers leader

Our careers leader is Hayleigh Eglinton, and they can be contacted by phoning 01752773875 or by email on heglinton@bgcfl.org.uk. Our careers leader is also a member of the senior leadership team (SLT) and 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, to identify the guidance needs of all of our pupils and put in place personalised support and transition plans which is especially important as all of our students have EHCPs and SEND requirements.
- 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

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 all year groups 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

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 (11 to 18 year-olds) 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 all students 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

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. The programme is supported by each subject area and careers is embedded in to the whole school curriculum delivery.

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 students. The programme is meaningful and relevant to our student's needs and abilities.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students 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:

- Use of the Skillsbuilder scheme to recognise and develop key employability skills.
- Key stage assemblies, linked to the key skills and employment opportunities.
- The now well established 'you're hired' program that uses cross curricular approaches to use LMI information for students to practice applying for various roles.
- Tutor lead delivery of the schools unique 'Building Me' programme.
- Where relevant placements at Independent Training Providers (ITP) are commissioned to provide vocational experiences. In year 11 extended placements at ITPs, with transition to post 16 provisions.
- Talks from guest speakers.

- Visits to different places of work, within different industries.
- Work experience placements for both year 10 and year 11 students. Placements are sort based on an individual student's interests and areas of interest. The placements can be either extended placements or block placements.

Access to our careers programme information

A summary of 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 Hayleigh Eglinton.

Assessing the impact on pupils

Our career programme is designed so students 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:

- Through the use of the Skillsbuilder scheme
- Student feedback
- Feedback from ITP tutors and work experience providers.

Links to other policies

This policy links to the following policies:

- Provider Access policy Statement
- Safeguarding and Child Protection Policy
- Curriculum policy

Monitoring and review

This policy, the information included, and its implementation will be monitored by the Board of Governors and reviewed annually.

The next review date is: February 2025