



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Aim

The overarching aims of our Careers Education, Information, Advice and Guidance (CEIAG) provision is based on the three main areas of career and work-related learning, as outlined in The ACEG Framework:

1. To help students with their self-awareness and self-development, through careers and work-related learning.
2. To help students with their career exploration, making sure they understand all the options available.
3. To help students with their career management, making sure they are fully prepared for the world of work.

As well as this, our CEIAG provision also aims to:

- enable students to make informed and realistic decisions about their future and support with their transition.
- develop students employability skills and contribute to the schools aim of raising aspiration and motivation
- meet the specific needs of all our students, through appropriate differentiation and tailored support.

Commitment

All staff and governors are committed to:

- providing a planned programme of activities to which all students are entitled and will have access
- promoting equal opportunities and challenging stereotypical thinking and attitudes
- ensuring that all students progress to an opportunity in further education, training or employment
- involving students, parents and carers in the further development of our CEIAG work
- the provision of resources and advice to enable students to understand and develop career choices and to ensure
- that careers education is seen as part of the overall curriculum and learning framework for all years

Provision (Statement of Entitlement)

The Gatsby Benchmarks are a framework of **8 guidelines** that define the best careers provision in secondary schools. In early 2018, **Gatsby published 'Benchmarks for Young People in Colleges'**, a framework that can be used by colleges to improve their careers provision. In October 2018, the Department for Education (DfE) issued guidance for colleges on how they can play their part in implementing the new Careers Strategy for England.

THE GATSBY BENCHMARK

OUR PROVISION

<p>A stable careers programme <i>An embedded programme of career education and guidance that is known and understood by everyone</i></p>	<p>The school has developed a stable careers programme which has the explicit backing of the senior leadership team, governors and has an appropriately trained Careers Leader responsible for it. The careers programme is published on the school's website so students, parents, teachers and employers can access and understand it. The programme is regularly evaluated by feedback from staff, students and employers and has an assigned governor who's specific role is to monitor the implementation of careers education in the school.</p> <p>The Careers programme also uses "Skills Builder". The school is currently working towards their Gold Award.</p>
<p>Learning from career & labour market information <i>Access to good quality information about future study options and labour market opportunities.'</i></p>	<p>All students have the opportunity to access and use information about career paths and the labour market to inform their decisions and study options. We also encourage parents to access and use this information to help support the young people with their career path.</p> <p>Students and families also have access to CSW (Careers South West) and the school's careers team.</p>
<p>Addressing the needs of each student <i>Opportunities for advice and support need to be tailored to the needs of each student.</i></p>	<p>The school's ethos and careers programme actively seeks to challenge stereotypical thinking and raise aspirations. The careers programme includes a provision of personalised work-based learning and work experience and these opportunities are tailored to students' interests and vocational goals. Each student has a record of all work based learning experiences and records on destination data are collected and maintained for at least 3 years when they leave school.</p>
<p>Linking curriculum learning to careers <i>All teachers should link curriculum learning with careers</i></p>	<p>All staff at Brook Green recognise the importance of linking curriculum learning with careers. Whole-school teaching and learning focuses on the relevance of subjects to future career paths, independent living, employability skills and future learning and living. The school has regular collapsed timetable events such as careers, STEM, numeracy and literacy days</p>

	<p>where students get the opportunity to explore practical and off site activities, linking their subjects to real life experiences.</p> <p>This contributes to embedding careers as a cross-curricular subject in the school curriculum, providing a balance between different elements of their learning, such as class-based, work experience and enterprise activities.</p>
<p>Encounters with employers and employees</p> <p><i>Students should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.'</i></p>	<p>The school has an established network of employers and employees who provide our students with a range of opportunities to learn about work, employment and the skills valued in the workplace. We recognise the importance of meaningful encounters and ensure the experiences are appropriate and of interest to the young person in terms of their personal development and career path. The skills and capacities of the students, the range of activities as well as the strategic economic needs of the region are also considered in arranging encounters with employers and employees.</p>
<p>Experiences of workplaces</p> <p><i>Students should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience</i></p>	<p>All students at Brook Green are given the opportunities to complete work visits and experiences so they can explore their career opportunities and give them first-hand knowledge of the working environment. The work related learning coordinator works closely with both the students and employers in pre and post work experience sessions to discuss expectations on both sides, any levels of support required as well as a full debrief for the employer, student and school to both reflect on the effectiveness of the visit and to help improve on future workplace experiences.</p>
<p>Encounters with Further and Higher Education</p> <p><i>Students should understand the full range of learning opportunities that are available to them</i></p>	<p>All students understand that there are a wide range of post-16 options including academic and vocational routes through encounters with providers of apprenticeships, work-based training and further and higher education, facilitated both in school and off site visits. Young people with social, emotional or mental health (SEMH) can find the transition process really challenging and we recognise the importance of early planning and additional support, which is provided by the careers leader, work related learning coordinator and head of Key Stage 4, where appropriate.</p>
<p>Personal Guidance</p> <p><i>Every student should have opportunities for guidance interviews with a career adviser</i></p>	<p>The school employs an external careers adviser from CSW Group who offers impartial information, support and guidance for young people through their post-16 transition. All students at Brook Green have at least two opportunities for guidance interviews helping them to identify and explore suitable options for their chosen careers pathway.</p>

	The independent adviser works alongside the Brook Green careers team to develop an individual and comprehensive plan to ensure the smooth transition for students post-16.
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Approved by Board of Governors 26th May 2022.

Review date: Summer 2023.

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