

# The Billericay School

## Careers Policy



<b>Date of Last Review:</b>	September 2021
<b>Status:</b>	Best Practice [Not Statutory]
<b>GB responsibility:</b>	TBC
<b>Staff Lead:</b>	Phil Cass
<b>Review Process:</b>	Annually
<b>Location:</b>	R:\SLT\Policies
<b>Date of Next Review:</b>	September 2022

# The Billericay School Careers Education, Information, Advice and Guidance Policy

Revised to take account of DfE statutory guidance January 2018 and updated July 2021

“High quality careers education and guidance in school or college is critical to young people’s futures.”

*DfE 2021*

## Aims:

- To help every student develop high aspirations towards their working life
- To challenge stereotypes and consider a broad and ambitious range of career options
- To help empower and enable all students to make informed choices about their career options

## Method:

- Use of the Gatsby Benchmarks (see Appendix 1)

## Student entitlement:

Careers education, information, advice and guidance (CEIAG) will be delivered to all students through a variety of methods including:

- Specific Careers Education units within the Personal Development curriculum
- Collapsed timetable events and days, including an Interview Skills Programme for Year 11 students (subject to Covid 19 requirements being satisfied: visitors to be booked in and students booked to meet them at appointed times, social distancing and other mitigation to be observed, including virtual interviews)
- Assemblies, academic monitoring and learning conversations with form tutors (these to be conducted in covid secure manner as above)
- The opportunity for a face-to-face interview with a qualified independent and impartial careers professional (these to be covid secure, including virtual interviews)
- Interviews with senior members of staff at key transition points (ages 14, 16, 18)
- The embedding of the Key Competencies of problem solving, working with others, discussion, research and presentation in the wider curriculum
- The provision and upkeep of a staffed and resourced Careers library within the RBLC
- Access to events such as the Careers Convention, Year 9 Options events, Higher Education Fair, Apprenticeship Roadshow (subject to Covid secure manner, visitors to be booked in and students booked to meet them at appointed times, social distancing and other mitigation to be observed, including virtual interviews)
- Presentations from providers of technical education and apprenticeships to students of all years (see appendix 2 for evaluations of this provision by providers) (visitors to be booked in and students booked to meet them at appointed times, social distancing and other mitigation to be observed, including virtual interviews)
- Continued and developing links with employers and employer organisations including current STEM projects for smaller, specific cohorts
- The continued embedding of ‘every teacher is a teacher of careers’ and the provision of relevant continued professional development for members of staff

- The opportunity to undertake a self-generated two week work experience programme during KS4. **Subject to government relaxation of Covid 19 regulations and/or provision of Covid secure placements – use of BEP to risk assess all placements**

### Monitoring, evaluation and review

- CEIAG is currently led by Mr P Cass (line manager Mrs S Smears), assisted by Mrs K Mapp and with some additional administrative support from Mrs H Goshawk and Mrs K Smith.
- The school held the Recognition of Quality Assurance Award, a nationally recognised award mapped against industry standards. This ensures a rigorous cyclical programme of self-evaluation and review. The school has been successfully re-accredited in every 3 year cycle and previous inspection reports have mentioned careers provision favourably. This is valid until 2019 but the scheme is not running thereafter. Gatsby benchmarking will be completed against the compass tool.
- Employers and exhibitors provide evaluation forms and student views are obtained by survey after Year 9 options events and Year 11 Interview Skills Programme. CEIAG is also an area commented on in the Kirkland Rowell survey undertaken periodically by the school.
- CEIAG policy and practice is compliant with all other school policies, including and especially its commitment to equal opportunities.
- Destination data is collected as both intended destinations and actual sustained destinations and this is used to both provide accountability and to review provision.
- Destination data for cohort leaving KS4 in 2018/19 (the most recent available) shows the following:

<b>Sustained destinations</b>	<b>National</b>	<b>The Billericay School</b>
Sustained education, apprenticeships and employment	94%	96%
Sustained education (all Sixth Form and FE providers)	87%	84%

“Schools have an important role in correcting the imbalance in careers information which means that in years 9 and 10 far fewer students have been spoken to about technical choices in comparison to academic routes, and only 4% of young people start an apprenticeship after their GCSEs” (DfE 2021) – our data shows 18/271 in this cohort in sustained apprenticeships (nearly 7%)

### Resources include:

- Students have access to a staffed careers library within the RBLC
- Students have access to websites including that of the National Careers Service and Apprenticeship opportunities
- Students have access to a qualified careers professional (Mrs Mapp) and an independent service currently provided by Southend Connexions

## Appendix 1 The Gatsby Benchmarks

<p><b>1. A stable careers programme</b></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>	<ul style="list-style-type: none"> <li>☑ 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.</li> <li>☑ 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.</li> <li>☑ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></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>	<ul style="list-style-type: none"> <li>☑ 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.</li> <li>☑ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></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>	<ul style="list-style-type: none"> <li>☑ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>☑ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>☑ All pupils should have access to these records to support their career development.</li> <li>☑ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></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>	<ul style="list-style-type: none"> <li>☑ 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.</li> </ul>
<p><b>5. Encounters with employers and employees</b></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>	<ul style="list-style-type: none"> <li>☑ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p><b>6. Experiences of workplaces</b></p>	<p>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>	<ul style="list-style-type: none"> <li>☑ 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.</li> <li>☑ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>

<p><b>7.Encounters with further and higher education</b></p>	<p>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>	<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>
<p><b>8.Personal guidance</b></p>	<p>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.</p>	<p>☑ 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.</p>