Bradford Girls' Grammar School

Careers Education, Information, Advice and Guidance Policy 2026 - 27

Aspire – Succeed – Lead

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Owner: Deputy Headteacher (Quality of Education)

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1. Statutory duty

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 11 (15-16 year olds). The governing body must ensure that the independent careers guidance provided

- is presented in an impartial manner
- includes information on a range of education or training options, including apprenticeships and other vocational pathways
- the guidance that is given, will promote the best interests of the pupils to whom it is given

2. Aim

Our aim is to enable students to develop the skills and attitudes as well as the knowledge that will help them to make career and other decisions wisely throughout their lives.

3. Provision

The Careers Education, Information, Advice and Guidance (CEIAG) programme is a vital part of every student's education. It is mainly delivered through PSHE lessons but is also linked to subject lessons, form time and assemblies. Professional careers guidance is provided through an impartial Careers Adviser available to all students and parents. Students are also encouraged to learn from experiences of workplaces, employer encounters, other projects and the reviewing and recording of achievement in developing the skills they need for their future career choices and development.

4. Principle guidelines

The Careers Co-ordinator is responsible for consulting with other partners in the development, delivery and quality assurance of CEIAG in the school, and for ensuring the programme is up-to-date, impartial and appropriate for the age and wide range of aspirations & abilities of the students. The Co-ordinator also ensures that parents and students are made aware of their entitlement (Appendix 3)

As a school we have a responsibility to raise the aspirations of, and prepare students for the time they enter the wider community, either through employment or in further training and education. A key element of this preparation must come from the delivery of a coherent Careers Education, Information and Guidance (CEIAG)

programme. The delivery of this programme must not only support the central aims of the school, but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community. The years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work, awareness of transferable skills and lifelong learning.

Bradford Girls' Grammar School is committed to delivering a high quality CEIAG programme and offers training to staff on a regular basis as they prepare to deliver key components of the programme. The Careers / CEIAG programme and aims are to develop the foundation skills, through a progressive programme that complies with all the schools' policies from Year 7 to Year 11.

Bradford Girls' Grammar School regularly seeks general feedback from parents and students and CEIAG forms part of this evaluation. The results are reported to Governors as well as Senior Leadership and the Careers Co-ordinator.

Careers information is available to all students on open access in the Library and other dedicated rooms, via the school's computer network C+K Careers.

5. Provider Access Policy Introduction

This policy statement 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.

6. Pupil Entitlement

All pupils in years 7-11 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.

7. Management of Provider Access Requests

A provider wishing to request access should contact:

Mrs A Olsen

Deputy Headteacher (Quality of Education)

Tel: 01274 545395

Email: Alexandra.olsen@bggs.bdat-academies.org

8. Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Appendix 1

The Gatsby Benchmarks

1	A Stable Careers Programme	Every School and College should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	Learning from career and Labour Market Information	Every student and their parent 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.
3	Addressing the needs of each student	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.
4	Linking Curriculum learning to Careers	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.
5	Encounters with employers and employees	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.
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 with their exploration of career opportunities, and expand their networks.
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, university and the workplace.
8	Personal Guidance	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. Theses should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 2

Ofsted's Common Inspection Framework identifies the following requirements:

Effectiveness of Leadership and Management

2.8 -the extent to which leaders, managers and governors: successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.

Personal Development

306 - all secondary schools are expected to provide effective CIEAG, in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

Outcome for Children and other learners

3.2 – The extent to which children and learners

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.

Appendix 3

Student Entitlement Statement
for Careers Education, Information, Advice and Guidance at
Bradford Girls' Grammar School

By the time you get to the end of Year 7 you will have:

- Had opportunities to reflect on your personal qualities and the way you relate to your peers.
- Begun to identify your strengths and how you can make the best use of them.
- Started finding out about different career areas and qualification routes that might interest you in the future.
- Taken part in activities to improve your career related skills.

By the time you get to the end of Year 8 you will have:

- Learnt about what is meant by the term 'career' in its broadest sense; about the different roles a person plays in different areas of life; about different types of employment.
- Learnt about how to enhance their personal review by exploring their strengths, attributes and interests and how these might link to future choices in their career pathway.
- Thought about the skills, qualities and abilities needed for employment; to learn about different employment categories/families; to assess some of the students' own skills and abilities.
- Learnt about the range of possible choices in learning and work, including further and higher education and apprenticeships.
- Learnt about changes in the labour market; about the local labour market and how to research it.

By the time you get to the end of Year 9 you will have:

- Learnt about the GCSE choices available to you and who can provide information, advice and guidance.
- Had an impartial information, advice and guidance interview from the school's Professional Careers Adviser to inform your choice of GCSE options.

- Had an afternoon to discuss the different option subjects available to you with the subject teachers. You will also be given an options booklet which gives you all the information that you need before making an informed decision.
- Continued with your self-development by looking at different study skills in PSHE.
- Had a 'Broadening Horizons' careers carousel where you will have meaningful encounters with a range of businesses and further and higher education institutes.
- Learnt about local labour market information.
- Have linked curriculum learning to careers.

By the time you get to the end of Year 10 you will have:

- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics including apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- Been involved in a STEM careers morning where you will have met a range of local employers whom will give you an insight on their education journey, what their job role entails and what skills and attributes are needed to be successful in that role.
- Used C+K careers to identify your abilities and aspirations, and possible career areas that might interest you.
- Used the National Careers Service website to research jobs, skills, entry requirements, training and pay for a variety of jobs with our Independent Careers Advisor.
- Been involved in a CV and Covering letter writing workshop led by an employer.
- Applied for a 'Mock Job' and had an experience of a real-life interview where you will be given feedback. The successful applicants will have the opportunity to go on a 5-day work experience.
- Learnt about laws governing employment and their role in protecting rights.
- Learnt about different types of employment opportunities that are available; how financial issues will influence your choice of future employment and how employment patterns and trends are changing.
- Had the opportunity to visit at least one university

By the time you get to the end of Year 11 you will have:

- Had the opportunity to attend careers talks from visiting speakers on a variety of topics.
- Produced a CV and cover letter that focuses on your skills and qualities.
- Had instruction on how to complete application forms for courses and vacancies.

- Been made aware of all the Post-16 Choices available to you, through presentations in assembly by local Colleges, Universities and Sixth Forms.
- Informed about the different levels of apprenticeships including the benefits of Higher Level Apprenticeships.
- Had an individual careers guidance interview with the school's Professional Careers Adviser as part of your entitlement to receive impartial information, advice and guidance.
- Received a written Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these.
- Learnt more about the factors that make someone 'employable'; about their own 'employability' and how to maximise this.
- Evaluated the skills and qualities you have that make you employable and identify those that you would like to develop; identify opportunities for learning experiences that will increase your skills for employability and enhance your CV.
- Learnt how to 'market' yourself in applications and do well in interviews.
- Discussed interview techniques and how candidates can improve or hinder their own chances at interview.
- Learnt about local, national, European and global employment opportunities.
- Learnt about different ways you can search for work and education opportunities.
- Had a mock interview for Sixth form (college).
- Use Unifrog to identify your abilities and aspirations, and possible career areas that might interest you.