



Careers Education, Information, Advice and Guidance Policy

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 8 (12-13 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

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. We are currently working towards an Investors in Careers award incorporating guidelines from the Gatsby Benchmarks (Appendix 1) and the Department of Education, Careers and Enterprise Company and Ofsted recommendations (Appendix 2)

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, drop down lessons 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.

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.

BGGs 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.

BGGs 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 and Google classroom.

Last Review: May 2022

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 career's 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. 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, Behaviour and Welfare

3.1...the extent to which the provision is successfully promoting and supporting children's and other learners':

- Choices about the next stage of their education, employment, self-employment or training where relevant, from impartial careers advice and guidance
- Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

Outcomes 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.

Provider Access Policy Introduction

Introduction

This policy statement sets out Bradford Girls' Grammar School's arrangements for managing the access of providers to every student in Years 7 – 11 to discuss both academic and non-academic routes that are available to them as part of a holistic careers programme enabling all our students to make an informed choice about their post 16 provision. This is also measured regularly against the careers standards of the Gatsby benchmarks using a Compass Assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil Entitlement

Bradford Girls' Grammar School proactively seeks to build relationships with 6th form schools, colleges, apprenticeship providers, universities and employers as we plan our careers programme and project week activities throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to students and their parents across Years 7-11 to offer information on vocational (including T level qualifications), technical and apprenticeship qualifications and pathways.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact:

Mrs Anita Thorpe, Careers Co-ordinator,

Tel: 01274 545395 - Email: athorpe@bggs.com

Opportunities for Access

We have a range of events integrated into the school careers programme to ensure our students and parents have access to a full programme of careers information through PSHCE lessons, drop down lessons, assemblies, parents' evenings, careers fairs. These will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Any provider is welcome to contact us to discuss what they can provide for our students and how we can best accommodate your support.

**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 by taking part in a careers' fair to improve your career related skills.
- To learn 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 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.
- To learn 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.
- To think 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.
- To learn 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:

- Take part in a Careers Fair where you will have meaningful encounters with a range of businesses and further and higher education institutes.
- To learn about changes in the labour market; about the local labour market and how to research it.
- To learn about the GCSE choices available to them and who can provide information, advice and guidance.
- An afternoon where parents are invited to discuss the different option subjects available to them with the subject teachers. They are also given an options booklet which gives them all the information that they need before making an informed decision.
- Had an impartial information, advice and guidance interview from the Shine Professional Careers Adviser at school to inform your choice of GCSE options.
- Have linked curriculum learning to careers
- Been involved in a STEM careers morning as part of International Women's Day where you will have met female employees from a local manufacturing company who will have given you an insight into their education journey, what their job role entails and what skills and attributes are needed to be successful in that role.

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

- Take part in a Careers Fair where you will have meaningful encounters with a range of businesses and further and higher education institutes.
- 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.
- Taken part in 'Bradford Manufacturing Weeks' by having had a visit from female employees from several local manufacturing companies – "Women in Manufacturing".
- Online presentation on apprenticeships, higher level and degree apprenticeships.
- To learn about credit ratings and debt; student and school leaver finance.
- To learn 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.
- Learned about employability skills from a private training provider; Investin.

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

- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics, colleges and Training Providers.
- Online presentation on apprenticeships, higher level and degree apprenticeships.
- 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.
- Had an individual careers guidance interview with the school's Shine 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
- Had additional optional access to impartial information, advice and guidance from the school Shine Professional Careers Adviser.
- To learn 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.