

# Bradford Forster Academy

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

Bradford Forster Academy is a faithful, collaborative, inclusive, aspirational, student-centred Academy. We have high ambitions for our students and strive to ensure that all our policies and practices enable the students to leave the Academy ready to embark on a successful future, fulfilling their own ambitions and making a positive and transformational contribution to society.

We strive to reflect our academy Christian values of hope, endurance, forgiveness, and trust whilst following our strapline of '**Everything is possible for one who believes**' (Mark 9:23)



## **Purpose**

At Bradford Forster Academy we want our students to be able to make informed choices about their future learning and career pathways. We are keen to see our students move into post-16 pathways that suit their skills, interests, personality and values, and which take account of their motivations. We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our expectations are high, including for our most vulnerable students and those with special educational needs, so that every child is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning that employer's value.

The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic.

## **Our commitment**

The academy is committed to promoting high quality careers education, information, advice and guidance as an integral part of every student's education. It will seek to ensure that the provision is appropriate to the age, ability and educational needs of the individual and is underpinned by equality of opportunity.

## **Our vision**

To support and engage every student to understand and develop their own future pathways, to raise and achieve their aspirations in an ever-changing and increasingly competitive world, grounded in the foundations of hope, endurance, forgiveness and trust

## **Statutory Responsibilities of the Governing Body**

The statutory duty requires the governing body ensure that independent careers guidance is provided to all pupils throughout their secondary education (11- to 18-year-olds) and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given

The governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal

requirements of the 'Baker Clause'). This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point.

## **Guidelines**

Ofsted's Common Inspection Framework identifies the following requirements:

### **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.

307. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (referred to in DfE guidance as 'provider access legislation'), which came into force in January 2018. Both maintained schools and academies are required by law to:

provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships

publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers

make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

308. In assessing a secondary school's personal development offer, inspectors will assess the quality of careers provision and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

the quality of the unbiased careers advice and guidance provided to pupils

the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13

how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work

the school's use of the Gatsby Benchmarks

the school's published information about its careers provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

309. If a school is not meeting the requirements of section 42B of the Education Act 1997, inspectors will state this in the inspection report. They will consider what impact this has on the quality of careers provision and the subsequent judgement for personal development.

## **Objectives**

- Every student, and their parents/carers, should have access to good quality information about future study options and labour market opportunities.
- Opportunities for advice and support need to be tailored to the needs of each student.
- All teachers should link curriculum learning with careers.
- 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.
- 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.
- 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.
- Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

This policy statement sets out the academy'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 academy's legal obligations under Section 42B of the Education act 1997.

## **Employer engagement**

We are committed to engaging with our local employers and wider professional community to ensure that our students have access to high quality employer engagement activities.

This will include:

- Workplace visits and work experience placements.
- Work 'taster' events such as games and competitions.
- Careers fairs and career networking events.
- Access to open days at further and higher education institutions.
- Access to creative online resources and labour market intelligence.
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

## **Management of provider access requests**

### **Opportunities for access**

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

### **Procedure**

A provider wishing to request access should contact Dave Fox, Assistant Principal responsible for Personal Development, including CEIAG.

Telephone: 01274 302400 ext. 508

Email: david.fox@bfa.bdat-academies.org

### **Premises and facilities**

The academy will make the main hall and/or classrooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available AV and other specialist equipment to support provider presentations; this will be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Learning Resource Centre. The Careers area is available to all students before school and after school until 4 pm.

### **Equality and Diversity**

Careers education is provided to all learners at BFA. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

### **Implementation of the Policy**

The responsibility for CEIAG lies with an Assistant Principal, who is responsible to the Principal. He works closely with the Careers Co-ordinator and Personal Development Lead who develop the careers programme within Personal Development and the wider curriculum.

The Careers Guidance leadership and management team are responsible for:

- The CEIAG action plan, developed each year and which is linked to the school improvement plan.
- The Careers Guidance budget allocation and management of resources.
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities.
- Enabling students to have access to career resources and drop-in careers sessions, and a careers section on the academy's website.
- Liaison with parents/carers and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and members of the local business community).
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities.
- Assessment, Monitoring and Evaluation of the Careers Guidance provision.
- Providing an annual report to the governing body on Careers Guidance.

### **Monitoring of Careers Guidance Provision**

Provision is monitored through a range of processes including:

- Careers activity observations (for example lessons, career guidance activities/events, work experience).
- Scrutiny of sample careers interview action plans.
- Feedback discussions with focus groups of students, parents/carers, staff, employer representatives.
- Student Voice

### **Evaluating the effectiveness of our Careers Guidance**

The effectiveness of guidance activities is evaluated through:

- Attainment and achievement key indicators
- Post 16 destinations of our students

We will know we have been successful when we have high numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college.

### **What is 'destination data'?**

Destination data is information on where students have moved to once they leave school. It is a legal requirement for young people to remain in education or training until they are 18. Therefore, the Local Authority, on behalf of the Government, have a duty to track where young people have moved to so that they can offer assistance for families and young people if they are struggling to stay in education or training.

### **How will the information be gathered?**

To achieve this, schools are required to gather the data at various points throughout Year 11 and share with the Local Authority. The latest Government careers guidance identifies good practice as schools tracking this destination data for a period of three years after a student has left.

For parents/carers and students, this does mean that the same question will be asked over and over, and you will be contacted by both school and the local authority at certain points. Whilst this appears repetitive, it is a legal duty and the information helps us to track the career paths of students in case they change their mind, can't get into their planned destination or switch from one provider to another.

BFA will gather destination data as follows:

When?	Data	By	From	How?
September Year 11	Intended destination	Form tutor	Students	Verbal
January Year 11	Intended destination	Careers Co-ordinator	Students	Verbal
March Year 11	Intended destination	Form tutor	Students	Verbal
May Year 11	Preferred destination	Careers Co-ordinator	Students	Verbal
August Year 11	Preferred destination	Careers Co-ordinator	Students	Verbal
Sept/Oct Year 12	Actual destination	School	Post-16 providers	Request for student files
Oct/Nov Year 12	Actual destination	School	Parents/carers	Letter & follow up telephone call
Oct/Nov Year 13	Actual destination	School	Parents/carers	Letter/Telephone/Email
Oct/Nov of following year	Actual destination	School	Parents/carers	Letter/Telephone/Email

### **How will the data be used?**

Throughout Year 11 we will use the data on intended destination to make sure that every student has access to post-16 education or training, that their choices are suited to their needs and to identify any student at risk of becoming NEET (Not in Education, Employment or Training). This data will enable us to implement interventions appropriate to the student's needs, such as arranging for an independent careers advisor to help students complete college applications in school, or for the Careers Leader to organise visits to post-16 providers. Additionally, the data will help us to check that the careers provision we provide is meeting the needs of our students.

### **Information sharing (Oct 2018 DfE Statutory Guidance, page 22, point 46)**

Schools have a duty to provide the local authority support services with basic information on each young person including: name, address, date of birth, contact details and offers of post-16 or higher education places. This information is shared securely and is only for their use to collate data. The data that is published by the DfE and is required to be shown on school websites, only shows percentages and not individual student details.

### **Careers Guidance Leadership and Management Team**

Nominated governor with responsibility for oversight of Careers Guidance:	Rob Robinson
Senior Leadership lead / Careers Leader:	Dave Fox
Careers co-ordinator:	Angela Brackley
Personal Development Lead	Kirsty Evans