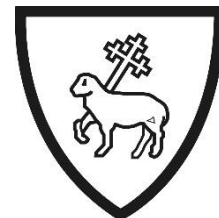


Date of review	March 2025
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Approval by	Principal
Review frequency	Two yearly
Date of approval	8.4.25



# Brockington College Careers Education, Information, Advice and Guidance Policy

## 1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

## 2. Vision

- 2.1 To enable all students to reach their full career potential by preparing them effectively for the next stage.

## 3. Mission

- 3.1 To provide every student in each year group inspiring, engaging and up-to-date careers education, information, advice and guidance (CEIAG) opportunities through discrete lessons, cross-curricular learning, individual support and enrichment opportunities. We will form strong and meaningful relationships with employers and businesses whilst making both staff and students aware of the needs of the labour market.

## 4. Aims

- 4.1 CEIAG programmes make a significant contribution to preparing young people for the opportunities, responsibilities and experiences of adult life. The CEIAG programme is designed to be progressive from year 7 to year 11 and support students in making post 16 choices.
- 4.2 At Brockington College, we aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which they aspire to do.
- 4.3 In particular, we intend our students to:
  - develop a broad understanding of the world of work and an ability to respond to changing opportunities and the labour market
  - develop independent research skills so that they can make good use of information and guidance
  - have at least two encounters per key stage with technical or apprenticeship providers
  - develop and use their self-knowledge when thinking about and making choices
  - develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

## 5. Commitments

- 5.1 The local governing board and staff are committed to:
- 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
  - encouraging students to achieve and to be ambitious
  - involving students, parents and carers, as well as local and National companies, in the further development of careers work
  - working with support agencies so that no student is disadvantaged in gaining access to education, training or work.

## 6. Provision

- 6.1 The CEAIG provision is evaluated termly against the eight Gatsby Benchmarks and this is published on the school website. The standards evaluate the following requirements:
- a stable careers program
  - learning from career and labour market information
  - addressing the needs of each student
  - linking curriculum learning to careers
  - encounters with employers and employees
  - experiences of workplaces
  - encounters with further and higher education
  - personal guidance.
- 6.2 Careers includes education, information and guidance. Careers education helps our students to develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance, students are able to use their knowledge and skills to make the decisions about learning and work that are right for them.
- 6.3 Careers education forms an integral part of the curriculum in the Personal, Social, Health and Citizenship Education (PSHCE) programme. The four main areas of careers learning, identified in the National Framework, form themes throughout careers work from year 7 to year 11.
- **Self-development** – to understand themselves and be aware of their strengths and areas for development to inform future learning, work choices and progression routes.
  - **Positive self-esteem** – to understand themselves and the influences on them and how best to manage these influences to maximise their potential.
  - **Career exploration** – to investigate opportunities in learning and work through a wide range of resources (computer programmes, internet, books, leaflets and impartial careers guidance).
  - **Career management** – to make and adjust plans, to manage change and transition in learning, work and career choices.
- 6.4 Careers guidance is supported by the work that form tutors do in tutor time. All staff are involved in guidance to an extent, eg support during selection of Key Stage 4 options and applying for post-16 education. We are also well supported by a qualified and impartial careers advisor. The Provider Access Policy outlines the college's commitment to provide students with equal, broad and independent information from external providers.
- 6.5 Careers guidance interviews take place on a one-to-one basis for all students by the time they leave the college. Some students may have multiple appointments.
- 6.6 Careers information and resources are available in school for students to access.

- 6.7 Our CEIAG programme aims to guarantee that all students who leave Brockington College at the end of year 11 have an offer of a place to move onto.

## **7. Key Stage 3 provision**

### **7.1 Key Stage 3 provision includes:**

- allotted time through PSHCE lessons for self-development, focussing on lifestyle and progression
- access to careers software via PSHCE lessons
- direction towards careers resources available in school
- assemblies and other information on Key Stage 4 options, including vocational and alternative courses
- employer encounters either through the curriculum or extra-curricular activities
- appropriate career and aspiration based activities
- cross-curricular lesson activities and displays with appropriate career pathways
- a structured and intensive programme of support and guidance for selecting Key Stage 4 options
- the opportunity to take part in STEM Club
- personal development booklets that include career aspirations
- an enrichment day that focusses on different careers and skills
- access to the Unifrog platform to log experiences and access resources

### **7.2 By the end of Key Stage 3, all students will have:**

- an awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- an increased understanding of the full range of 14-19 opportunities for progression
- an awareness and understanding of some of the qualities, attitudes and skills needed for employability
- at least two meaningful encounters with an employer
- had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 options
- received detailed and appropriate support, advice and guidance on Key Stage 4 options
- been supported in their application to their chosen Key Stage 4 options
- attended assemblies, practical sessions and teacher led advice sessions relevant to Key Stage 4 option choices
- an enhanced awareness of economic issues and how best to manage and overcome them
- individualised plans for progression and transition between key stages for the most vulnerable and SEND students.

## **8. Key Stage 4 provision**

### **8.1 Key Stage 4 provision includes**

- college presentations
- career-based presentations
- careers interviews with local providers
- information on college open days
- support with completing post 16 applications and access to computers
- enrichment days, including enterprise activities and career based sessions from alternative providers
- supported personal statement sessions within allocated tutor time
- parent consultation evenings and some assemblies supported by an external, independent careers advisor
- close and continued monitoring and support for vulnerable students
- individualised plans for progression and transition between key stages for the most vulnerable and SEND students
- individual mentoring for identified vulnerable and SEND students
- targeted academic intervention to support achievement for those identified

- independent careers support, guidance and awareness through PSHCE and other subject areas across the curriculum
- one week of self-selected work experience
- targeted offsite vocational placements where appropriate
- completion of Education, Health and Care Plan (EHCP) for SEND students to aid progression
- one-to-one meetings with a specialist careers advisor
- an enrichment day focussed on different careers and skills
- personal development booklets that include career aspirations
- the offer of trips to visit places of work and higher education
- access to the Unifrog platform to log experiences and access resources

8.2 By the end of Key Stage 4, all students will have:

- enhanced self-knowledge, career management and employability skills
- effectively used ICT software and other sources of advice to investigate and explore future choices and progression routes
- experienced the world of work through work experience if appropriate
- received direct access to employers, colleges and training providers
- received guidance to help identify a range of post-16 options and careers advice and support networks to use to plan and negotiate their career pathways
- received resources to complete their post-16 applications.

## **9. Equal opportunities**

9.1 Brockington is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. 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. At special events, such as the year 9 options evening and post-16 opportunities evening, we aim to give parents/carers and students a view of young, successful career women and men. The destinations of our leavers are closely monitored and younger students are informed so that we are aware of trends and opportunities. An alumni is available that all students are able to contribute to.

## **10. Parents and carers**

10.1 Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents/carers become more involved. All online resources are accessible through links on the school website. Parents/carers are kept up to date with careers related information through letters, newsletters and at open evenings. Parents/carers are welcome at careers interviews and, where necessary, invited.

## **11. Leadership and management**

- 11.1 A member of the local governing body ensures the delivery of the policy through the senior leaders, and CEAIG is discussed at least once a year at the Local Governing Committee meetings.
- 11.2 A member of the senior leadership team has a holistic overview of CEIAG and is responsible for high level stake holder relationships and quality assurance of all components of the provision. Monitoring CEAIG will be done through completing a termly evaluation against the Gatsby Benchmarks and scrutiny from an external enterprise advisor provided by the LLEP.
- 11.3 The careers leader manages Gatsby benchmark evaluations, work experience opportunities, careers advisor provision and enterprise coordinator provision, as well as large whole school events such as enrichment days and interview techniques day.
- 11.4 The heads of year 10 and 11, along with the Careers Advisor are responsible for managing relationships with post 16 providers arranging assemblies, post 16 transition and organising careers fairs.

- 11.5 The PSHCE subject leads, alongside the careers lead, coordinate the delivery of the careers programme within PSHCE, as well as preparing delivery of whole school initiatives through form time such as National Careers Week.
- 11.6 Subject middle leaders co-ordinate subject specific careers related learning. Brockington College is fully committed to supporting all students in respect of CEIAG. A STEM ambassador is employed within these subjects.
- 11.7 The More and Most Able (MAMA) coordinator is responsible for some specific employer encounters and higher education encounters. The MAMA coordinator is also responsible for personalizing the CEIAG provision for the more and most able students.

## **12. Resources**

- 12.1 The school has accessible careers resources on display within a notice board. Our careers advisor is a regular visitor at the school, providing independent and impartial careers advice. Careers interviews may be booked through year team leaders. Past students and parents/carers are a valuable resource and come in to school to help with careers work. We are also grateful for the support we have had from local and national industries and further education institution.

Unifrog provides a personalised space to log all experiences and applications. It also offers a wealth of information and resources.