

Policy Name:	BCCS Careers Education, Information, Advice and Guidance Policy	
Review Cycle:	Every 3 years	
Author:	Paul Mann	
Link Governor:	Hannah Hugh-Jones	
Approved by:	BCCS Local Governing Body	Date: 18th March

Date	Summary of Changes
30.06.2021	High level review for LGB approval
15.11.2024	Updated Statutory Guidance link (P2)
15.11.2024	Updates to Gatsby Benchmarks - Appendix 1 (P7-9)
15.11.2024	Update to BCCS Careers Charter - Appendix 2 (P10)



Gathered together, that all may thrive

BCCS Careers Education, Information, Advice and Guidance Policy

Contents

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Aims
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

<u>Appendix 1</u>	Summary of the Gatsby Benchmarks
<u>Appendix 2</u>	BCCS Futures Careers Charter
<u>Appendix 3</u>	CST Policy Statement on Provider Access

Linked Documents

['Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2023](#)

Adopted by the Governing Body:

Review Period: 3 years

Review Date: June 2027

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

1.1 Bristol Cathedral Choir School seeks to ensure all students achieve their full potential by providing access to differentiated, impartial and independent information and guidance around a range of career options so as to support well-informed choices for progression. As such the school vision for Careers states: 'The BCCS CEIAG Programme will establish lifelong career management skills empowering ALL students to make sense of their education, be confident during and in preparation for career transition and enable them to take control of, and responsibility for, career planning and progression.'

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)

2.4 This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. Appendix 1 of this policy.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities across all Key Stages and in all years as these events will impact upon all students at the school.

2.7 All members of staff at BCCS are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; **CEIAG is a shared responsibility for all staff.**

2.8 BCCS students should leave school aware of themselves as individuals, aware of the opportunities available and able to make decisions about their career planning. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Aims:

3.1 The aims of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1 Provide good quality independent and impartial careers advice to students which inspires and motivates them to fulfil their potential

3.1.2 Provide advice and guidance which is in the best interest of students

3.1.3 Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers

3.1.4 Provide opportunities to work in partnership with employers, training providers, local FE/HE institutions and other organisation to inspire students through real-life contact with the world of work

3.1.5 Develop enterprise and employability skills including skills for self-employment

3.1.6 Support inclusion, challenge stereotyping and promote equality of opportunity

3.1.7 Encourage students to see career development as a life-long process

3.1.8 Support students at key transition points

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered students at the school are entitled to receive independent careers advice at least once by Yr 11 and a further opportunity by Yr 13

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the pupil

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 8 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published.

4.2 The school will ensure its CEIAG programme meets/is working towards meeting all eight Gatsby Benchmarks to meet best practice. A summary of these can be seen in Appendix 1.

4.3 BCCS will operate the CEIAG programme under the philosophy that good CEIAG connects learning to the future. It motivates young people by offering a clearer idea of the routes to jobs and careers students will find engaging and rewarding. Good CEIAG widens horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor/track its CEIAG programme in order to offer and seek further improvement. This will be achieved by continual feedback from key stakeholders to the programme – students, parents, teachers, employers, external organisations.

5.0 Governor Responsibilities

5.1 The governing body will ensure that BCCS has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 As a minimum meeting the eight Gatsby Benchmarks

5.1.2 Meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 – 11.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Provider Access

6.1 Introduction - This section of the policy 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.

6.2 All pupils in years 8-13 are entitled:

6.2.1 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;

6.2.2 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;

6.2.3 To understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities.

6.4 The school will work with external providers to identify the most effective opportunity to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Leader and CEIAG events are supported, including resources and funding as well as monitored

7.1.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports back regularly

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from key stakeholders through mechanisms such as surveys and focus groups (e.g. Future Skills Questionnaire);

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2 Destination data to identify maintained destinations as well as students who are NEET. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 This policy will be reviewed every three years.

The Gatsby Benchmarks

Appendix 1

<p>1. A stable careers programme</p>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</p> <p>The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</p> <p>The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</p> <p>The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.</p>
<p>2. Learning from career and labour market information</p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<p>During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</p>
<p>3. Addressing the needs of each student</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of</p>	<p>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p>

	<p>vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</p> <p>For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</p> <p>Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</p> <p>Schools should use sustained and longerterm destination data as part of their evaluation process and use alumni to support their careers programme.</p>
<p>4. Linking curriculum learning to careers</p>	<p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<p>Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</p> <p>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p> <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>

6.Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	By the age of 16, every pupil should have had meaningful experiences of workplaces. By the age of 18, every pupil should have had at least one further meaningful experience.
7.Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8.Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

Bristol Cathedral Choir School

Careers Education, Information, Advice & Guidance Programme



Vision Statement: The CST Futures careers programme will provide aspirational careers opportunities, education, information and guidance so that students develop the careers knowledge and management skills to be confident in preparation for, and during, careers transitions ensuring responsibility for effective career planning and progression onto meaningful career pathways.

Contact: Mr P Mann

Email: pmann@bristolcathedral.org.uk

Telephone: 0117 3535000 (5020)

Milestones and Learning Outcomes

Post 16

Post 16 Pathways
 UCAS Application Programme
 Apprenticeships
 Experience of Work Preparation
 Impartial careers advice
 Developed use of careers software/websites
 Record & Track careers activities/progress (Unifrog)

Year 11

Post 16 Pathways
 Career Action Plans
 Interview skills
 Developed use of careers software/websites
 Demonstrate/develop Enterprise/Employability skills
 Record & Track careers activities/progress (Unifrog)

Year 10

Post 16 Pathways
 Experience of Work Preparation
 Impartial careers advice (targeted)
 Developed use of careers software/websites
 Demonstrate/develop Enterprise/Employability skills
 Record & Track careers activities/progress (Unifrog)

Year 9

Research different work/careers including LMI
 Careers personal branding – CV/cover letter
 Post 16/Post 18 Pathways
 Experience of Work Introduction
 Impartial careers advice (targeted)
 Developed use of careers software/websites
 Demonstrate/develop Enterprise/Employability skills

Year 8

Research different work/careers
 Linking personal skills to specific careers
 Developed use of careers software/websites
 Demonstrate/develop Enterprise/Employability skills
 Record & Track careers activities/progress (Unifrog)

Year 7

Introduction to Futures Careers Programme
 Identification of personal traits, strengths & skills
 Introduction to the World of Work
 Demonstrate/develop Enterprise/Employability skills
 Introduction to careers software/websites
 Record & Track careers activities/progress (Unifrog)

Key Events and Experiences

Post 16

Independent Careers Guidance Meetings (Y12)
 Employer/STEAM Encounter/s
 Apprenticeship Roadshow/Workshops
 UCAS Convention
 University/FE Visits/HE +
 Experience of Work/Volunteering
 A&G Programme
 Futures Programme
 Careers Fairs

Year 11

Independent Careers Guidance Meetings
 Mock Interviews
 6th Form Options Evening/Taster days
 Employer/STEAM Encounter/s
 FE/HE/Apprenticeship provider's event
 Apprenticeship Workshop
 University visit
 PSHE Programme
 Futures Tutor Programme

Year 10

Experience of Work
 Experience of Work Preparation
 Employer/STEAM Encounter/s
 University Visit
 PSHE Programme
 Futures Tutor Programme

Year 9

Employer/STEAM Encounter/s
 Options day/Options evening
 FE/HE/Apprenticeship provider's event
 Take your child to work day
 University Visit (targeted)
 Futures Tutor Programme

Year 8

Employer/STEAM Encounter/s
 Take your child to work day
 PSHE Programme
 Futures Tutor Programme

Year 7

Employer/STEAM Encounter/s
 Take your child to work day
 PSHE Programme
 Futures Tutor Programme

Whole School Careers

- Assemblies/Guest Speakers
- National Careers/Apprenticeship Weeks
- Enterprise Competitions
- Careers Bulletin
- External Careers & Job Fairs



Bristol Cathedral Choir: School 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.

Pupil entitlement

All pupils in years 8-13 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact Paul Mann, Careers Leader, Telephone: 0117 353 5000, Email: pmann@bristolcathedral.org.uk

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. These events can be identified within the Careers Calendar as found on the school website. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the theatre, canteen or classrooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV equipment to support provider presentations. This can be discussed and agreed in advance of the visit with the Careers Leader or a member of the careers team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, located in the library. The Careers Resource Centre is available to all students at lunch and break times.