Bristol Cathedral Choir School 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

Appendix 1 Summary of the Gatsby Benchmarks
Appendix 2 Bristol Cathedral Choir School CEIAG Journey
Appendix 3 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: Annually

Review Date: October 2026

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

1.1 We exist to provide a world-class education for the children of Bristol – so they leave with a deep understanding of the world around them. We are a unique state cathedral choir school, united by the Christian values of Kindness, Courage and Hope. We are a music school, offering an enhanced and rich musical experience for all. We are an academic school, with a 'Powerful Knowledge' curriculum. We want all students to find their next steps and an appropriate destination.

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 2018)

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. At BCCS, our careers policy applies to pupils in Years 7-13.

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 Bristol Cathedral Choir School 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 Bristol Cathedral Choir School 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 once in year 12 or 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 7 – Year 13 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 Bristol Cathedral Choir School will operate the CEIAG programme under the philosophy that excellent 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. World-class 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. In accordance with Gatsby Benchmark 3 (addressing the needs of each pupil) all career guidance activities should be informed by what is in young people's best interests. Therefore, some of the Benchmarks in Appendix 1 in this policy may be adapted and implemented individually.

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 Bristol Cathedral Choir School 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
5.1.3 Building and reviewing its provision to ensure a world class CEIAG experience for students

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 – 13.

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 First student survey);

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. This is available on request and on our website.

7.3 This policy will be reviewed every year.

The Gatsby Benchmarks

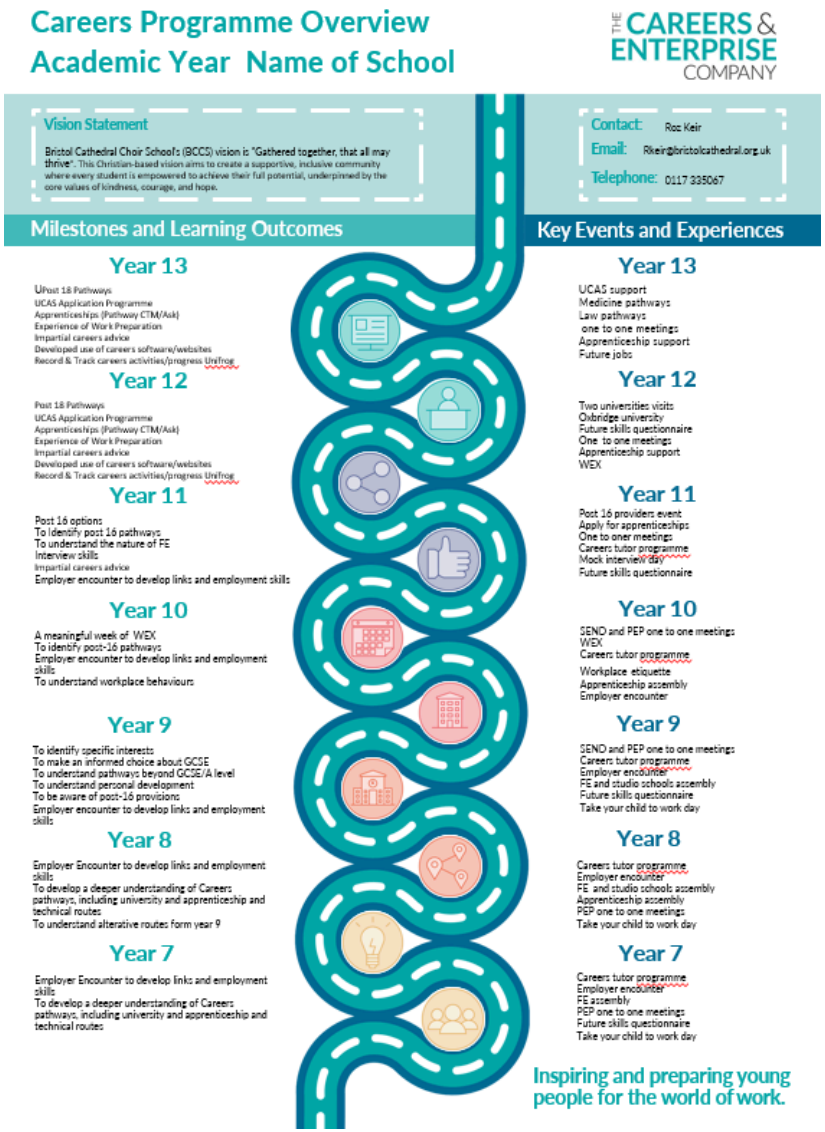
Appendix 1

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	● Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. ● The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. ● The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2.Learning from career and labour market information	Every student, and their parents, 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.	● By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ● Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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	● A school's careers programme should actively seek to

	each student. A school's careers programme should embed equality and diversity considerations throughout.	challenge stereotypical thinking and raise aspirations. ● Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ● All pupils should have access to these records to support their career development. ● Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	● By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	● Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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.
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 their exploration of career opportunities, and expand their networks.	● By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. ● By the age of 18, every pupil should have had one further

		such experience, additional to any part-time jobs they may have.
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, universities and in the workplace.	● By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ● By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. ● *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	● Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2 Bristol Cathedral Choir School Careers programme



1. [Potential Events and Planning for Employer Interactions]

Appendix 3

Bristol Cathedral Choir School Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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 to 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms we have invited the following providers from the local area to speak to our pupils:

> *Boomsatsuma, SGS college, City of Bristol College, Rovers Community Trust, Bristol School of Acting, Access Creative, Royal Navy, On site apprentices, Robins Foundation, BEMA Apprenticeships, UWE, Access Creative, St Brendans, Reflections training, Next level training, Ashton Park.*

Destinations of our pupils

Our destination is available from Bristol City Council or on our webpages.

Management of provider access requests

Procedure
A provider wishing to request access should contact Rosalind Keir, Careers advisor and lead: rkeir@bristolcathedral.org.uk or by phone 0117 3535067

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

The school will make the theatre, classrooms or private meeting rooms 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.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Events for 2026 and future events

	Autumn term	Spring term	Summer term
Year 8	Guest speakers in PSHE/Tutor Program Employer Encounters -Green Careers	Employer Encounters - Medical mavericks Guest speakers in PSHE/tutor programme	Employer Encounters Assembly UTC technical school
Year 9	KS4 options event in school 2025 Assembly UTC technical school - different provider Guest speakers in PSHE/Tutor Program Envision programme	KS4 options event in school 2026 Guest speakers in PSHE/tutor program Employer Encounters EY Dragon's Den	Assemblies with local FE and technical education providers
Year 10	Guest speakers in PSHE/Tutor Program	Apprenticeship assembly	Work experience Employer Encounters

	WEX programme	Guest speakers in PSHE/tutor program WEX employer assembly - UWE on teaching	on Workplace behaviours from Foot Anstey University assembly
Year 11	Meet the provider event Assemblies from SGS, St Brendans	Apprenticeship workshops Mock interview day	Sixth form taster day
Post 16	University trip	Employer encounter UWE sessions Apprenticeship assembly Apprenticeship workshop	Work experience University trip

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the library, which is managed by the librarian. The library is available to all pupils before and after school.

Complaints: Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Approval and review
Head
Wade Nottingham
Governor
Robert Cotton
rcotton@bristolcathedral.org.uk

Next review:
30/10/27