



The Athelstan Trust

Careers Education, Information, Advice and Guidance Policy

| Date of Review | Approved by | Date of Approval | Next Review | Website |
|----------------|-------------|------------------|-------------|---------|
| March 2020 | Board | 20 May 2020 | May 2023 | Yes |

Introduction

The Athelstan Trust wants all students to meet their aspirations and reach their full potential. Careers education and Work-Related Learning are an integral part of the preparation of students for the opportunities, responsibilities and experience of adult life. Our main concern is preparing students for the choices, changes and transitions affecting their future education, training and life as adult members of society. We wish students to have the knowledge and skills required to make informed choices.

We will plan/promote a broad and balanced curriculum that promotes the spiritual, moral, social and cultural values of the Trust. There will be a positive holistic approach with provisions made throughout the curriculum and out of school activities.

Rationale

The aims of the Careers education and work-related learning are:

1. To develop knowledge, skills and attitudes students need for adult and working life.
2. To broaden the career aspirations of all students.
3. To enable students to see the relevance and importance of education and understand the importance of lifelong learning.
4. To motivate students to develop knowledge and understanding of the world of work.
5. To provide students with the statutory entitlement of preparation for adult life.
6. To ensure that students have a clear awareness of the career opportunities available to them.

Specific Aims

Our learning aims and learning objectives will reflect those set out in the CDI framework, Gatsby benchmarks and Ofsted handbook.

CDI framework:

- * Students will develop themselves through careers, employability and enterprise education
- * Students will learn about careers and the world of work
- * Students will develop their career management, employability and enterprise skills

Gatsby benchmarks:

- * We will have in-place a stable careers programme
- * Students will be able to learn from career and labour market information
- * We will ensure all students' needs are addressed individually (specific focus on SEND and PP students)
- * We will ensure that each curriculum area links learning to careers
- * We will ensure students have many encounters with employers and employees throughout their studies
- * Students will have experiences of workplaces in Yr. 10 and 12 and at other times if opportunities present themselves
- * Students will have many encounters with further and higher education (as per the Baker clause)
- * Students will have the opportunity to receive personal guidance from a qualified careers advisor

Ofsted:

- * We will provide students with a coherent well planned and sequenced set of careers lessons which pays particular attention to pp and SEND needs, provides stretch and challenge and promotes interests, aspirations and next steps
- * We will regularly monitor and review provision to ensure quality.
- * We will ensure that regular self-assessment audits occur, of staff, learners, and partners.



The Athelstan Trust

Careers Education, Information, Advice and Guidance Policy

Objectives and procedures

1. To develop students' awareness and understanding of their own abilities, talents, aptitudes, strengths and weaknesses.
2. To provide students with reliable, accurate and up-to-date information about the range of opportunities available in education, training and employment.
3. To develop knowledge and understanding of the world in which students live and work.
4. To develop the students' ability to make informed choices about their future careers.
5. To give students the opportunity to reflect wisely, learn eagerly, behave with integrity and cooperate consistently in careers lessons, on visits and in careers talks.
6. To enable students to manage effectively the transition from school to new roles and situations.
7. To enable students access to a Careers Adviser for advice on future choices.

Student needs

The careers programme is designed to meet the needs of students within the Trust. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred and impartial. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.



Careers Education, Information, Advice and Guidance Procedures for Bradon Forest School

Organisation

The CEIAG (Careers Education, Information, Advice and Guidance) team will be composed of:

| | |
|-----------------------|---|
| Mrs Sarah Haines | Headteacher (<i>updated September 2021</i>) |
| Mr Martin Bray | Progression Manager |
| Mrs Danielle McGovern | Progression Administrator |
| Mrs Emma Marsh | Global Citizenship Coordinator |
| Mrs Danielle McGovern | Careers Adviser |
| Mrs Ros Hawley | Enterprise Coordinator |

Delivery

The school offers a wide range of activities that contribute towards work related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities. We will build upon existing good practice within the school and use external support agencies to achieve our learning objectives.

- * Careers Education and Guidance
- * Year 10 - College Experience Days
- * Work Experience Placements
- * Visits to employer
- * Whole school Career's Fair every year
- * Promote extra-curricular work-related learning/enterprise opportunities through outside speakers, visits, mock interviews.
- * Careers/work related learning/enterprise modules within the Global Citizenship curriculum.
- * Provision will be monitored by ongoing self-audit procedures.
- * Ensure all learners have access to interview technique training.
- * All learners to create their own skills portfolio/CV.
- * Take part in "clusters" of schools to develop best practice and share ideas.
- * In-house and external mentoring schemes to cover all learners.
- * Staff continuous professional development to support teaching and learning opportunities within the curriculum.
- * STEM activities

Monitoring, Review and Evaluation

The provision is monitored and reviewed annually through a range of activities (including impact questionnaires, student review sheets, audit tools etc.).



Appendix 1: CIAG Learner Entitlement Document

Bradon Forest School is committed to ensuring that we provide our students with high quality, impartial and up to date information and guidance in order for them to plan and manage their own careers and aspirations. Every student at Bradon Forest School has access to Careers Information, Advice and Guidance, from Year 7 - 11.

Careers Information: Providing access for all students to a range of careers information resources. This includes the school library, during Global Citizenship lessons, access to school careers website and opportunities to take part in careers activities such as: guest speakers, careers fairs, open days and careers related trips.

Careers Guidance: All students have access to impartial careers advice from a qualified external Careers Advisor and outside agencies where necessary according to need.

Careers Advice: The tutor system and academic mentoring allow for students to be guided and assisted in making appropriate and informed careers choices, with support for students in establishing and achieving their goals.

Careers Education: Learner Entitlement Statements:

In Years 7, 8 and 9, students will be helped to:

- Understand yourself and know who and what plays a part in how you think about yourself and the things that matter to you.
- Think about what you expect of yourself and what others expect of you.
- Develop confidence in yourself and in your abilities.
- Investigate ways to develop as a person.
- Understand how the world of work is changing and the skills that you need in order to do well in your future life and career.
- Investigate possible careers opportunities and start to think about how they might be achieved in the future.
- Learn how to plan ahead and deal with all kinds of changes as they happen to you.
- Know who is there to help you in school and exactly what they can do.
- Decide on your Key Stage 4 options, and where necessary obtain help from tutors, Global Citizenship teachers, careers advisor, subject staff and parents/carers.
- Finance
- Enterprise
- University options and course offered.

In Years 10 and 11 students will be helped to:

- Identify and set short and medium term goals as well as learning targets.



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- Use debate, review, reflection and action planning to progress and help you develop your career ideas
 - Explain why it is important to develop personal values and be able to respond appropriately to the main influences affecting your learning and work.
 - Describe employment trends and learning opportunities at different levels.
 - Identify, select and use a wide range of information resources.
 - Understand the options available to you once you leave school, identify your priorities and explain the decisions you eventually make.
 - Take finance and other factors related to managing money into consideration when making decisions.
 - Understand the purpose of careers interviews and be able to present, and give evidence for, personal information.
 - Understand what employers are looking for in relation to behaviour at work, and appreciate your rights as well as their rights.
 - Develop employability and communication skills to be successful in future employment.
 - Choose and apply for an opportunity post KS4 and identify where to get help in the future.
 - Plan for mock interviews and 1-1 conversations.
 - Have a good knowledge of all the options available after Key Stage 4.
 - Understand that jobs can be local and global.
 - Identify that their online presence can influence opportunities and be aware of personal identity.



Appendix 2

Bradon Forest 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 purposes 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.

Student entitlement

Students in years 7-11 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 evenings, 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

A provider wishing to request access should contact Mr Martin Bray, Head of Y10/Progression Lead.

Telephone: 01793 770570; email: braym@bradonforest.wilts.sch.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:

| | Autumn Term | Spring Term | Summer Term |
|---------------|--|--|-----------------------|
| Year 7 | Global Citizenship Careers module and tutor time activities | | National Careers Week |
| Year 8 | Global Citizenship Careers module and tutor time activities Solomon Theatre - Your Choices production | Assembly and tutor group opportunities | National Careers week |
| Year 9 | Global Citizenship Careers module and tutor time activities | KS4 options events <ul style="list-style-type: none">• Options Fair/Taster sessions• Options Evening – Colleges present | National Careers Week |



| | Autumn Term | Spring Term | Summer Term |
|----------------|--|---|--|
| Year 10 | Global Citizenship Careers module and tutor time activities Colleges present at parents evenings | Apprenticeship awareness assembly. | National Careers Week College Taster Days Cirencester/New College Colleges present at Parents Evening |
| Year 11 | Global Citizenship module and tutor time activities Future Careers Talk (Outside agencies) Mock Interview Day (Outside agencies) College visits and taster sessions in school | Post 16 Progression / Apprenticeship evening. College Visits/Taster sessions in school Sixth Form experience opportunities. | |

Please speak to our named Careers Leader to identify the most suitable opportunity for you. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, 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 and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Progression Room, which is managed by the Progression Assistant. The Progression Room is available to all students at lunch and break times.

Approval and review

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|--------------|---|--|
| Approved: | Local Governing Body, November 2019 | |
| Next review: | March 2023 | |
| Signed: |  |  |
| | Mr John Scott Chair of Governors | Mrs Sarah Haines Headteacher |