



Bury St Edmunds County Upper School

CAREERS EDUCATION INFORMATION & ADVICE POLICY

Policy Title	Careers Education and Guidance Policy
Created / Amended	Sept 2021
Policy Ratified	At the IGB meeting of 12 th November 2021
Policy Review Date	July 2022

Rationale for Careers Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

Gatsby Benchmarks

The programme *should* also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims: Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Statutory duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. Boards are *encouraged* to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement,

which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards *should* engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- Equality objectives policy*
- School Improvement plan*
- Curriculum policy*

Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school/academy

- **Organisation, management and staffing**
County Upper school has an Associate Assistant Headteacher as designated careers lead. In addition to this, Head's of Faculty have the aim of linking careers education to the curriculum. An external Level 6 careers adviser is employed by the school to ensure students have access to 1-1 careers guidance. In addition to this, following student feedback from BM1 surveys, our careers programme will be referred to as 'County Upper Directions', following advice from the student voice to make the careers programme more engaging appealing.
- **Staff development and CPD**
Whole school staff receiving training on careers, contributing to the overall policy. Head's of Faculty and class teachers have access to a wide range of CPD opportunities, through linked partners (NEACO and Careers Enterprise Company). Staff are encouraged to attend subject specific careers events. The Sixth Form team work closely with Sixth Form students to advise on UCAS, student finance apprenticeships, and up to date labour market information.
- **Resources**
The school receive funding from NEACO aimed at target students. In addition to this, funding is allocated to employ a Level 6 Careers Adviser, and to support with teacher release time and travel to ensure students have access to work based learning and employer encounters.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

A planned scheme of work for Careers, Employability and Enterprise programme for Years 9-13.

- **Employer Engagement and Work-Related Learning for Years 9 -13**

- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self improvement as a learner

 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments

 - **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities & Student Entitlement

Student Entitlement

- Whilst working collaboratively with local feeder schools, the County Upper Directions (careers) programme builds upon the prior knowledge that students have learnt

whilst in Year 8. Within our two predominant feeder schools, Careers information is available both in the library and online via 8Billion Ideas, and is taught within their current PHSE lessons.

- Throughout their time at County Upper all students are offered impartial advice and have access to an annual careers fair held in the school. This is attended by a huge number of STEM employers offering not only careers involving STEM and general advice. Throughout their time with us, students also have access to a Higher Education Champion from Anglia Ruskin University. This includes whole year assemblies, small group work and individual advice.

- In year 9, our intake year, all students receive advice at the time of choosing their GCSE options. In addition to talks for the whole year group and an evening for parents, students have access to independent advice from our careers provider and every student has an individual discussion with a parent and their personal tutor. Students will also have access to regular careers engagement through the pastoral tutor programme, for a minimum of half a term. Students also have access to careers guidance through linked content within curriculum lessons. Students will be introduced to NEACO, T-Levels and apprenticeships, through assemblies, work based learning, and the schools careers fair.

- In year 10, students continue to receive advice from school staff, employers and independent companies like 'Bright Futures' who contribute to the curriculum enrichment week. Students receive considerable guidance as they set up their work experience for the summer term of year 10. This can. Visits to businesses and talks from employers are an integral part of the curriculum in many areas. An extensive extra-curricular programme enhances this provision and the Oxbridge programme continues. Students will continue to receive information from NEACO, T-Levels, apprenticeships, assemblies, work based learning, and the schools careers fair.

- Early in year 11, students have a series of assemblies led by representatives from local FE colleges, apprenticeship providers and the school's Director of Sixth form. There is close co-operation with the local student support provider to ensure students do not become NEET and they work with us with specific students who are considered to be at risk of this. Each student will have an individual discussion with a parent and a member of the County Upper Senior Leadership Team to look at post-16 plans and put in any support required. Throughout the year, dates of open events at local colleges and apprenticeship opportunities are notified to students. The Oxbridge programme continues. Post-results advice is available in August.

All students in Year's 9, 10 and 11 will follow the national STEPS programme STEPs are a series of individual student workbooks which take students through the stages of career planning from year 9, right through to planning post-16 options. The workbooks are progressive and are relevant to each year group. They cover a range of issues to help

students to understand more about themselves, find out about careers and the world of work, and help them to plan for their future.

- All of the access to advice, to contact with employers, to work experience and other opportunities to enhance students' knowledge of their options continues throughout the sixth form. This includes visits from companies and universities; seminars on gap years, on 'how to get hired' and other presentations from visiting speakers. Former students run 'speed dating afternoons' where current students can ask them for advice. The Oxbridge programme continues. All students visit a higher education convention and attend talks about apprenticeships. Information evenings are provided to both year groups and parents, including from Student Finance. Every student deciding to apply to university receives individual guidance on the UCAS process and the personal statement. Students offered interviews for university and/or employment have practice interviews with school staff, relevant employers and/or governors. Post results advice is available in August.
- Students with Special Needs are given additional support and guidance throughout and transition reviews are completed in years 9,11 and, if applicable, year 12/13.
 - A NEACO representative will be onsite at least one day a week to offer a careers extra curricular club, and to work with target students.
 -

The key times are:

- Spring term: careers fair with an emphasis on STEM
- Year 9: spring term: GCSE choices
- Year 10: spring and summer terms: work experience provision
- Year 11: autumn term: post-16 choices
- Year 12: summer term: post-18 choices

However, there are always opportunities to enhance students' knowledge of the opportunities open to them. Premises and facilities County Upper will make the main hall, classrooms and meeting rooms available for discussions between providers and students/parents and carers as appropriate together with any specialist equipment to support provider presentations. This will all be agreed in advance of the visit. Providers are welcome to leave a copy of prospectuses or other relevant literature at our reception. It will then be passed to the librarian or Director of Sixth Form as appropriate. Both the main library and the sixth form area are open to students at break and lunchtimes.

- **Access to a qualified specialist source of impartial careers guidance.**

- **Access to individual information and advice for Years 9 -13 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](#) ,[icanbea](#) and [Amazing Apprenticeships](#)

Employer Engagement

The school regularly attends events in partnership with West Suffolk Council to facilitate employer engagement.

The school has been partnered with Cambridge Marshall, as our 1-1 enterprise adviser. The school meets half-termly with the adviser, to discuss opportunities and links.

The school has a link governor (I.Searle), who meets half-termly with the careers lead to discuss matters arising.

Outcomes: monitoring, review and evaluation

County Upper School's current provision is monitored, reviewed and evaluated through the following means:

- *Compass Gatsby Benchmark Tool*
- *Benchmark 1 surveys to students, parents, staff and employers*
- *Class observation*
- *Analysing final destinations information*
- *Attendance to careers interviews*
- *Focus groups of young pupils through the school council*

County Upper School is currently working towards a achieving the Quality in Careers Standard.

Partnerships & Stakeholders

County Upper School is currently working with the following partners to deliver Careers Guidance:

- *Careers Enterprise Company*
- *NEACO*
- *West Suffolk Council*
- *Cambridge Marshal*
- *Compass*
- *Unity Schools Partnership*

Engaging with Parents / Carers & Communication

County Upper School is *PLANNING* on engaging with parents/carers in the following ways:

- *Parent Information Evenings*
- *Parent's Evenings*
- *Senior Leader Meetings with Year 11 students*
- *The 'County Courier'*
- *The Accolade*
- *County Upper's Directions information sheet to parents (termly starting Dec 21')*.
- *Involving Parents in Level 6 Careers advice by offering evening appointments*
- *Careers Fair (Planned for March 2022).*
- *The use of parent ambassadors at open evenings and options evenings*
- *Promoting the 'Baker Clause'*

This policy is reviewed annually by:

N Marshall (Associate Assistant Headteacher) & I Searle (Link Governor)

Government Definition

“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools*: March 2013)

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

A statement for students about what they can expect as part of the offer.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

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.
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.
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 each student. A school's careers programme should embed equality and diversity considerations throughout.
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.
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.
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.
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.
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. They should be expected for all students but should be timed to meet their individual needs.

APPENDIX 4 | THE CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.

A. Developing yourself through career and work-related learning education

Elements of learning		Year 9	Year 10/11	Year 12/13
A1. Self-awareness		Describe yourself, your strengths and your preferences	Recognise how you are changing, what you have to offer and what's important to you	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
A2. Self-determination		Be able to focus on the positive aspects of your wellbeing, progress and achievements.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement
A3. Self improvement as a learner		Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences

B. Learning about careers and the world of work

Elements of learning		Year 9	Year 10/11	Year 12/13
B1. Exploring careers and career development		Describe different explanations of what careers are and how they can be developed.	Discuss the skills involved in managing your own career	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
B2. Investigating work and working life		Give examples of different kinds of work and why people's satisfaction with their working lives can change.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction
B3. Understanding business and industry		Give examples of different business organisational structures	Explain different types of business organisational structures, how they operate and how they measure success	Explain the main reasons why business organisations change their structures
B4. Investigating jobs and labour market information		Be aware of what labour market information (LMI) is and how it can be useful to you	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans

Elements of learning		Year 9	Year 10/11	Year 12/13
B5. Valuing equality, diversity and inclusion		Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
B6. Learning about safe working practices and environments		Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Be are of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices
C. Developing your career management and employability skills				
C1. Making the most of careers, information, advice and guidance		Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information advice and guidance services
C2. Preparing for employability		Recognise the qualities and skills you have demonstrated both in	Show how you are developing the qualities and skills which will	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future

Elements of learning		Year 9	Year 10/11	Year 12/13
		and out of school that will help to make you employable	help you to improve your employability	expectations of your employers and co-workers
C3. Showing initiative and enterprise		Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning
C4. Developing personal financial capability		Show that you can manage a personal budget and contribute to household and school budgets	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work
C5. Identifying choices and opportunities		Know how to identify and systematically explore the options open to you at a decision point	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you
C6. Planning and deciding		Know how to make plans and decisions carefully including negotiating with those who can	Know how to make plans and decision carefully including how to solve problems and deal	Know how to make career enhancing plans and decisions including developing the

Elements of learning		Year 9	Year 10/11	Year 12/13
		help you get the qualifications, skills and experience you need	appropriately with influences on you	resilience required to sustain them
C7. Handling applications and selection		Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Know how to prepare for, perform well and learn from your participating in selection processes
C8. Managing changes and transitions		Show that you can be positive, flexible and well-prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.