

Careers Policy  
Careers Education, Information, Advice  
and Guidance Policy (CEIAG)  
(including Provider Access Statement  
& Gatsby Benchmarks)

*Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.  
Psalm 119, vs 105

Commit your work to the Lord, and your plans will be established.”  
**Proverbs 16:3**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Spring Term 2023

Next Review Date: Spring Term 2024

Reviewed By: Mr A Holland

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APPROVED BY THE GOVERNING BODY – Spring Term 2023

# Careers Education, Information, Advice and Guidance Policy

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*‘Careers guidance and access for education and training providers. Statutory guidance for schools and guidance for further education colleges and sixth form colleges’. DFE, July 2023*

# Careers Education, Information, Advice and Guidance Policy

## 1.0 School Vision

- 1.1 Balshaw's C.E. High School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. High quality careers education and guidance is critical to young people's futures particularly given the unprecedented impact the COVID-19 pandemic has had on the economy, education and the opportunities open to students. High quality careers education and guidance helps to prepare young people for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Balshaw's School ethos makes direct reference to developing:

*'knowledge and skills for adult life, giving them (Balshaw's Students) adequate preparation for whatever the future may hold for each individual'*

- 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 and Four.
- 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 revised DfE guidance document *'Careers guidance and access for education and training providers. Statutory guidance for schools and guidance for further education colleges and sixth form colleges'*. DfE, July 2023
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in 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 Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

- 2.7 All members of staff at Balshaw's C.E. High 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 not the sole responsibility of the Careers Advisor.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. 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 Objectives:**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- 3.1.1 To ensure that all students at the school receive a stable careers programme
  - 3.1.2 To enable all students to learn from information provided by the career and labour market
  - 3.1.3 The CEIAG programme should be individual and address the needs of each student
  - 3.1.4 To link the curriculum learning to careers learning
  - 3.1.5 To provide students with a series of encounters with employers and employees
  - 3.1.6 To provide students with experiences of workplace(s)
  - 3.1.7 To ensure that students have a series of encounters with further and higher education
  - 3.1.8 To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11
  - 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 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

- 4.3 Balshaw's C.E. High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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 its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

## **5.0 Governor Responsibilities**

- 5.1 The governing body will ensure that the 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 based on 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 7 – 11.
- 5.3 There will be a designated link member of the governing body for CEIAG who takes a strategic interest in careers 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 7-11 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 then work with providers in order to identify the most effective opportunity for them 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 Advisor and CEIAG events are supported and monitored
- 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

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

- 7.2.1 Feedback from stakeholders through mechanisms such as student and parent voice surveys;
- 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- 7.2.3 the number of students who are NEET in October having left the school in the previous summer. 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 The governors of Balshaw's C.E. High School will review this policy every year.

<b>1. A stable careers programme</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2.Learning from career and labour market information</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3.Addressing the needs of each student</b>	<p>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</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to</li> </ul>

	diversity considerations throughout.	<p>each pupil, and subsequent agreed decisions.</p> <ul style="list-style-type: none"> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4.Linking curriculum learning to careers</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>5.Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• *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.</li> </ul>
<b>6.Experiences of workplaces</b>	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.	<p>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.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>



<b>7.Encounters with further and higher education</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

**2022-23**

**Careers, Education, Information and Guidance Programme**

**CEIAG Aims:**

We aim to ensure that all our students:

- are supported to make effective choices about their future study and career options
- are provided with experiences which inspire and motivate them to achieve highly
- are prepared for the transition process to life beyond Balshaw's (further and higher education and the world of work)
- develop self-knowledge and confidence in making decisions and career choices which are suitable and ambitious for them
- develop an understanding of the world of work and how to respond to changes in today's workplace
- develop research skills to seek out and utilise information, advice and guidance
- develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience

**Careers at Balshaw's**

- Here at Balshaw's C.E. we believe passionately in the importance of developing careers awareness and broadening the horizons of our young people. In line with the School's vision statement "lighting the path to excellence through Christian values and ethos" we empower all students with the information they need in order to navigate their way through a multitude of pathways to a future employment or education career which suits them and to provide our students with the tools they need to achieve success and economic wellbeing. We also believe in the power that a well formed Careers programme can have in producing well rounded individuals who go onto make a positive contribution to society, in line with the School's motto "Non Sibi Sed Aliis" or "Not for oneself, but for others".

**Who's who in Careers at Balshaw's C.E. High School**

- Mr A. Holland – Assistant Headteacher i/c of Careers Education, Information, Advice and Guidance
- Mrs R. Seedall – Student Support Officer
- CareerNorth - Independent Careers Education, Information, Advice and Guidance provider providing one-to-one and group guidance.

- Our Careers programme seeks to provide a wealth of experiences and information and is based around meeting and exceeding the eight Gatsby Benchmarks which provide a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance. In order to access the best support for our Students Balshaw's C.E. High School joined the Lancashire Careers Hub in September 2021.

# Application for Provider Access

## Appendix 3

### Introduction

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them (See Appendix 4). It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

The Department for Education's statutory guidance for governing bodies, school leaders and school staff sets out the expectations of schools which includes:

- \* Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- \* Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

### Policy Statement

This document sets out Balshaw's Church of England High 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 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 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 Mr A. Holland, Assistant Headteacher i/c CEIAG.

Telephone: 01772 421009

Email: [a.holland@balshaws.org.uk](mailto:a.holland@balshaws.org.uk)

## **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

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

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

# Education Act 1997 c. 44 Section 42B

## Appendix 4

Information about technical education: access to English schools

(1) The proprietor of a school in England within subsection

(2) must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships. (2) A school is within this subsection if it provides secondary education and is one of the following—

(a) an Academy;

(b) an alternative provision Academy;

(c) a community, foundation or voluntary school;

(d) a community or foundation special school (other than one established in a hospital);

(e) a pupil referral unit.

(3) The proprietor of a school in England within subsection (2) must prepare a policy statement setting out the circumstances in which education and training providers will be given access to registered pupils for the purpose of informing them about approved technical education qualifications or apprenticeships.

(4) The proprietor must ensure that the policy statement is followed.

(5) The policy statement must include—

(a) any procedural requirements in relation to requests for access;

(b) grounds for granting and refusing requests for access;

(c) details of premises or facilities to be provided to a person who is given access.

(6) The proprietor may revise the policy statement from time to time.

(7) The proprietor must publish the policy statement and any revised statement.

(8) The Secretary of State may by regulations make provision supplementing subsection (1), for example provision about who is to be given access to pupils, to which pupils they are to be given access and how and when.

(9) For the purposes of this section the relevant phase of a pupil's education is the period—

(a) beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 13, and

(b) ending with the expiry of the school year in which the majority of pupils in the pupil's class attain the age of 18.

(10) In this section “approved technical education qualification” means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009.