

# BROWNEGE ST MARYS CATHOLIC HIGH SCHOOL



## CEIAG and Provider Access policy

Approved by Full Governing Body

Date: 09.12.2020

Signature of Head Teacher/Chair of Governors:

Date: 09.12.20

Date of next review:

Policy devised by (Name): T Mault

Date: Sept 2019

# School Mission Statement

Inspired by our Gospel Values we have a shared responsibility to:

- create an environment of welcome, love and respect for each member of our learning family.
- **develop the unique gifts and talents of all, striving for excellence in everything we do.**
- live out our commitment to love, service and justice in the local and global community.
- nurture the journey of faith and discovery for all
- celebrate and reflect on the love of God which is at the heart of all we are.

## Rationale:

At Brownedge St Mary's we believe that every child has the right to a high quality and inspirational CEIAG (Careers Education Information Advice and Guidance) provision. We believe

- Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life.
- Pupils should be encouraged to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Thorough preparation is vital to support pupils in making informed decisions for their future, securing knowledge and skills in readiness for this and in managing the transitions as learners and workers in preparation for this.
- An appropriate careers programme has a whole-school remit designed to complement the rest of the school curriculum and all staff have a role in educating pupils in their choices.

## Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the [Education Act 1997](#). This policy shows how our school complies with these requirements.

## Management of provider access requests

The school's arrangements for managing the access of education and training providers to students is monitored by;

Link Governor – Mrs. Anita Houghton

Link Senior Leader – Mr. Connor McCreesh

Careers Lead – Mrs. Catherine Sinclair

## Procedure

The Careers Lead is responsible for overseeing the planned careers programme/SOW. However, all staff in the school have elements of CEIAG within their roles. The Careers Lead is responsible to the Assistant Head Teacher who has responsibility for careers and IAG. The school's link governor for CEIAG is Mrs. Anita Houghton. This is a requirement set out by the DfE in the statutory guidance on careers and inspiration in schools as well as in the Governance handbook. The provision of CEIAG is Quality Assured by the Curriculum and Standards, and the Pupil Welfare Governing Committees.

**A provider wishing to request access should contact Mrs. Catherine Sinclair, Careers Lead or Mr. Connor McCreesh, Assistant Head Teacher**

Telephone: 01772 339813

Email: [sinclairc@st-maryshigh.lancs.sch.uk](mailto:sinclairc@st-maryshigh.lancs.sch.uk)

[McCreeshc@st-maryshigh.lancs.sch.uk](mailto:McCreeshc@st-maryshigh.lancs.sch.uk)

## **Student entitlement**

All students in years 7 to 11 at Brownedge St Mary's Catholic High School are entitled to personalised and appropriate CEIAG through the Learning of Life Programme, Form time activities, Independent Advice provided by our Careers Lead, extra-curricular activities and information shared as part of our curriculum provision. Pupils are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

The CEIAG programme is designed to meet the needs of all students in school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Needs of SEN learners are planned for and activities are differentiated to ensure access. The programme promotes equality of opportunity, inclusion and anti-racism. Each key stage has set entitlements which are in line with those set out in the CDI framework. The activities devised for each year group derive from these entitlements.

### **By the end of year 7, pupils:**

1. will be able to describe themselves, their strengths and preferences.
2. will be able to tell positive stories about their well-being, their progression and achievements.
3. will be able to explain how they have benefited as a learner from careers, employability and enterprise activities and experiences.
4. will be able to describe the different ways of looking at people's careers and how they develop
5. will be able to identify and make the most of the support around them.

### **By the end of year 8, pupils:**

1. will be able to explain how they have benefited as a learner from careers, employability and enterprise activities and experiences.
2. Will be able to identify different types of work and why people's satisfaction with their working lives can change.
3. will be able to describe the organisation and structure of different types of businesses.
4. will be aware of what labour market information is and how it can be useful to them.
5. will recognise the qualities and skills that can make them employable and will have evidence of those they have demonstrated both in and out of school.
6. will know how to look at the choices and opportunities open to them when reaching decisions.

**By the end of year 9, pupils:**

1. will be able to explain how they have benefited as a learner from careers, employability and enterprise activities and experiences.
2. will identify and make the most of the support around them, including how to use careers information, advice and guidance and know the difference between being objective and bias.
3. will know how to look at the choices and opportunities open to them when reaching a decision.
4. will know how to negotiate and make plans and decisions carefully to help them get the qualifications, skills and experience they need.
5. will show that they are able to be positive, flexible and well-prepared at transition points in their life.

**By the end of year 10, pupils:**

1. will be able to review and reflect on how they have benefited from careers, employability and enterprise activities and experiences.
2. will recognise how they are changing, what they have to offer and what is important to them.
3. will be able to show how they continue to develop the qualities and skills they will need to improve their employability.
4. will be able to research their education, training, apprenticeship, employment and volunteering options and looking at the best progression options.
5. will know their rights and responsibilities in a selection process and the strategies they can use improve their chances of being chosen.

**By the end of year 11, pupils:**

1. will be able to review and reflect on how they have benefited from careers, employability and enterprise activities and experiences and show that they have acquired and developed qualities and skills to improve their employability.
2. will be able to research their education, training, apprenticeship, employment and volunteering options and looking at the best progression options.
3. will be able to find relevant labour market information and know how to use it when planning their career.
4. will build on and make the most of the support around them, including how to use careers information, advice and guidance and know the difference between being objective and bias.
5. will know how to make plans and decisions carefully including how to solve problems and deal with influences on them appropriately.
6. will review and reflect on previous transitions to help them improve their preparation for future moves in education, training and employment

At Brownedge St Mary's, our CEIAG programme follows the principles of the Gatsby Benchmarks.

| Benchmark  |  |   |
|--|--|---|
| <b>1. A stable careers programme</b>                         | 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.  | <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> | 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.  | <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>               | 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.  | <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 each pupil, and subsequent agreed decisions.</li> <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> </ul> <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>  |
| <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.   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>   |
| <b>7. Encounters with further and higher education</b>       | 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.  | <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>• 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.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> |
| <b>8. Personal guidance</b>                                  | 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. | <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>   |

| Benchmark  | Provision   | How is this monitored and evaluated?  |
|--|---|---|
| <b>1. A stable careers programme</b>                         | Learning for Life programme includes explicit Careers and IAG lessons delivered by Form Tutors<br>Explicit link on website for Careers, resources, lessons, videos  | Programme devised by the school Careers Lead and link Assistant Head in association with the Teacher in charge of Learning for Life, and evaluated annually.<br>Lessons will be planned and resourced by the above people and delivered by appropriate staff<br>Pupil voice<br>Book Scrutinies<br>School Governor QA meetings   |
| <b>2. Learning from career and labour market information</b> | Explicit lessons taught as part of the Learning for Life Programme regarding the Labour Market<br>Tailored sessions researching and planning appropriate career paths<br>External speakers from a variety of fields on various topics including qualifications required, employability skills and attendance and punctuality in the work place<br>Annual Careers Fair<br>Future U and Young Enterprise activities | Programme devised by the school Careers Lead and link Assistant Head in association with the Teacher in charge of Learning for Life, and evaluated annually.<br>Lessons will be planned and resourced by the above people and delivered by appropriate staff<br>Pupil voice and evaluations<br>QA of delivery and resources before and during sessions<br>School Governor QA meetings |
| <b>3. Addressing the needs of each student</b>               | College courses for some pupils as part of their Pathways choices<br>Differentiated lessons and activities<br>RAG rated spreadsheet to identify individual needs of pupils  | Regular reviews and reports from alternative providers, analysis of progress, attendance, punctuality and behaviour by SLT Link for Alternative Provision<br>Lessons will be planned and resourced by the above people and delivered by appropriate staff<br>Pupil voice and evaluations<br>QA of delivery and resources before and during sessions<br>School Governor QA meetings    |
| <b>4. Linking curriculum learning to careers</b>             | STEM activities and opportunities provided as part of the Science and Maths Curriculum<br>Extra curricular opportunities for STEM activities in Technology<br>Extra Curricular activities in public speaking and mock trials in English<br>Leadership opportunities and qualifications in Physical Education  | Pupil voice and evaluations, as part of IAG and Faculty QA<br>QA of delivery and resources before and during sessions by HoF<br>School Governor QA meetings<br>Programmes of study are QA by SLT Link for Faculties   |
| <b>5. Encounters with employers and employees</b>            | Annual Careers Fair<br>Partnership with Careers & Enterprise Company (CEC) to promote relationships with potential employers<br>External mentoring for AGT pupils tailored according to interest for post 16<br>Speakers and visits from employers  | Programme devised by the school Careers Lead and link Assistant Head in association with the Teacher in charge of Learning for Life, and evaluated annually<br>Pupil voice and evaluations<br>QA of delivery and resources before and during sessions<br>School Governor QA meetings  |
| <b>6. Experiences of workplaces</b>                          | Year 10 Work Experience for two weeks in the summer term<br>Year 11 programme of sessions on employability and experiences of the work place such as in attendance and punctuality  | Work Experience programme led by and QA'd by the Careers Lead in conjunction with the SLT link, spot check visits take place in placements<br>Pupils who don't attend Work Experience follow a tailored programme of sessions and activities and are then followed up in Year 11 in the Careers Fair  |
| <b>7. Encounters with further and higher education</b>       | Visits to Universities<br>Partnership with FutureU, based at UCLAN and Young Enterprise<br>College taster days in the Summer term of Year 10<br>Tailored college visits for appropriate children in Year 9 before college courses begin in Year 10  | Careers lead attends these days and sessions and they are evaluated after the event<br>Pupil voice<br>SLT Link meetings to QA work of Careers Lead  |
| <b>8. Personal guidance</b>                                  | Designated Careers Lead in school<br>Pupil questionnaires completed by all pupils in Year 8-11<br>Spreadsheet completed identifying pupils according to need (RAG)  | SLT Link meetings to QA provision and evaluate the RAG'd pupils<br>Pupil voice<br>QA of intervention<br>Evaluation and analysis of post 16 pathways   |

## Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

|                | Autumn term  | Spring term   | Summer term   |
|----------------|--|---|---|
| <b>Year 7</b>  | Parents Evening  | Careers workshops   | End of Year Examination week and L4L lessons  |
| <b>Year 8</b>  | Careers Fair   | Pathways choices and options<br>Careers workshops<br>Parents Evening                            | End of Year Examination week and L4L lessons<br>Personal Statement work                         |
| <b>Year 9</b>  | Careers Fair<br>GCSE Information Evening   | Careers workshops<br>Parents Evening  | End of Year Examination week and L4L lessons<br>Personal Statement work                         |
| <b>Year 10</b> | Careers Fair   | Work experience preparation<br>Careers research, investigation and workshops<br>Parents Evening | College visits and taster Days<br>Work experience<br>Mock Interviews<br>Personal Statement work |
| <b>Year 11</b> | College and apprenticeship applications<br>Personal Statements and CVs<br>Careers Fair | College Interviews<br>Apprenticeship interviews<br>Parents Evening<br>GCSE Information Evening  |   |

Please speak to our Careers Lead, Mrs Sinclair to identify the most suitable opportunity for you.

## Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors (please see appendix 2). Education and training providers will be expected to adhere to this policy.

- visitors to school sign in and wear identification lanyard to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- visitors sign out and remove/hand in their identification when they leave the school
- visitors are aware of who to speak to if they are worried about a child during their visit
- visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or headteacher

- visitors will behave in a way that is compliant with the school's [Code of Conduct](#)
- visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL.
- visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit
- when there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- when visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit

### **Premises and facilities**

In preparation for a visit or access to pupils, the relevant person should contact the Careers Lead to make any arrangements for facilities required including rooms, resources and specialist equipment such as audio or visual devices. Electronic devices such as cameras, phones and tablets are to be used in an appropriate manner to ensure the safety of pupils, all visitors should confirm whether they can use these with the Careers Lead Mrs Sinclair (who is also a Deputy DSL) who will communicate with the link Assistant Head Teacher for Careers, Mr. McCreesh. This will be in accordance with the safeguarding policy mentioned above.

Prospectuses, leaflets and information may be left for pupils and parents once it has been approved by the Careers Lead or a member of the Senior Leadership Team.