the beckmead trust

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Careers Advice & Guidance Policy

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Approved by:	Trustees
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Reviewed by:	Andy Millard
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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils.

We are committed to providing our students with the highest quality of Careers Education, Information, Advice and Guidance (CEIAG). This is in accordance with our statutory duty to provide a broad and stable curriculum; one in which students prepare for the responsibilities, opportunities and experiences of life and transition into adulthood. One of our major goals is to prepare our students for the world of work. We regularly review our CEIAG policy to ensure that it remains up to date, effective and meaningful.

Due to the broad range of student needs, our delivery of CEIAG is adapted and personalised to meet the individual learning abilities of all students.

By following the standards of the 8 Gatsby Benchmarks, we can continuously develop, improve, and measure our careers provision. In addition, most of our statutory duties that

relate to CEIAG are underpinned by aspects of the 8 Benchmarks. This means that we can be confident that we are fulfilling our legal responsibilities for delivering a high-quality career learning programme.

2. Statutory requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of Trustees + LGB

The Trustees:

- Maintain strategic oversight of the Trust's legal and contractual requirements for careers guidance and hold leaders to account for delivering against those requirements.
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- The Local governing body:
- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the governing board setting the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

We have appointed a named Careers Lead, who works closely with their career hub, Careers Development Institute (CDI) and the Careers Enterprise Company (CEC) to ensure they are kept informed with any changes or emerging information relating to CEIAG.

We use the CEC compass evaluation tool to measure our schools career programme against the standards of the Gatsby Benchmarks. This online digital tool provides scope to regularly monitor the effectiveness of our school's delivery of CEIAG.

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:

- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice
- Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

The school commissions a suitably qualified and experienced career advisor to deliver impartial, independent career advice and guidance to students.

The careers adviser will:

- Support pupils to make effective and informed career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our careers programme Beckmead Park Academy Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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 guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Discrete lessons, tutor-led discussion, displays, events, guest speakers. In accordance with the Education Act (2011), we commission a range of external organisations such as; the Education Development Trust, Greater Elevation, Elev8 and those recommended by our local career hubs to provide students with impartial careers advice. In addition we use a range of frameworks like Skills Builder, PSHE Association and the CDI to support our Careers Related Learning (CRL) programme delivery.

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Modern Work Experience (WEX)

The school recognises that high-quality work experience (WEX) is a vital component of effective careers education and is committed to providing modern, flexible and meaningful opportunities. These include a wide range of experiences such as traditional placements, employer-led projects, workplace visits, mentoring, virtual work experience and encounters with local and national employers. All WEX opportunities are carefully planned to ensure they are safe, appropriate and inclusive. They are designed to develop employability skills, raise aspirations and enhance students' understanding of the world of work and local labour market trends.

Career Platforms and Assessment Tools

Students have access to recognised careers platforms, including Unifrog and Morrisby, to support the delivery of high-quality careers education, information, advice and guidance. These tools provide impartial information on further education, training and career pathways, including apprenticeships and supported internships. Morrisby assessments help students to identify their interests, strengths and potential career options, while Unifrog supports research, planning, application preparation and progression into further education, training and employment.

Key Stage 1 & 2

Students in KS1+2 begin to discover the world of work through PSHE lessons, and cross-curricular methods. During these early key stages, students begin to identify their own

skills, interests and learn about life in different cultures and communities. Students then continue to develop social skills by taking part in teamwork activities during nurture and circle time.

Key Stage 3

Students in Key Stage 3 explore different career and employment pathways through cross-curricular methods, educational visits, workshops and PSHE lessons. At this stage, students gain greater awareness and experiences of different aspects of the working world and opportunities within the wider community. In addition, some students express their longer-term aspirations during their Education Health & Care Plan Reviews. This information is then transferred to the student's individual education plan, so that certain aspects of their learning are tailored towards their career goal.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement
- 1 week's worth of work experience activities

Key Stage 4 and 5

Students in Key Stage 4 & 5 have the option to participate in work experience and technical training. During these key stages, more focus is given to developing student's personal financial capabilities and exploring different routes to their chosen pathways. Students are supported with CV's, applications, and interview techniques. Parents and carers are encouraged to support their child to visit alternative colleges and sixth form provisions. They attend career and guidance meetings with internal and external career advisors and participate in 1:1 group sessions. Students receive labour market information and advice from external sources, both in person and online. Students partake in lessons such as; Citizenship, ASDAN, Skills Builder and PSHE, that provide greater focus on developing their enterprise, communication, teamwork, decision-making, and problem-solving skills.

Students within these year groups review their aspirations and long term wishes during their Education Health & Care Plan Reviews.

We are meeting our requirements to provide:

- At least two encounters during the 'first key phase' (year 8 or 9). All pupils must attend.
- At least two encounters during the 'first key phase' (year 10 or 11). All pupils must attend.
- At least two encounters for pupils in Years 12 and 13, pupils can choose to attend.

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting the schools careers lead.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

Student surveys and feedback from careers experiences / sessions.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

5. Links to other policies

This policy links to the following policies

- Provider access policy statement
- Safeguarding policy
- Curriculum policy

- Data protection policy

6. Monitoring and review

The effectiveness of the school's careers programme is regularly monitored and evaluated to ensure it meets both the needs of students and statutory requirements. Monitoring activities include the analysis of destination data, feedback from students and parents/carers, records of careers guidance and reviews of employer and provider engagement. In addition, the school measures its progress against the Gatsby Benchmarks using the Career & Enterprise Company's recognised Compass Plus tool on a termly basis.

This policy, the information included, and its implementation will be monitored by the Education and care committee and reviewed annually.

The next review date is: January 2027

Collaborations and Partnerships

To provide a well-rounded careers programme. The school collaborates with a range of community organisations, businesses and stakeholders. Partners include:

Include list for site

- Amazing Apprenticeships
- Autism Project
- British Army
- Ductu
- Department for Work & Pensions
- Greater Elevation Ltd
- London Ambulance Services
- Ministry of Justice
- Sculp

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