

**Bromley Beacon Academy  
Orpington Campus  
Bromley Campus**

**Careers Education Information and Guidance Policy**

Responsible post holder	Executive Headteacher
Approved by Governors on	October 2019
Next Review	October 2020

The government published its [Careers Strategy](#) in December 2017 and provided updated Statutory [Careers Guidance for Schools](#) in January 2018. All schools must have regard to this guidance. This Careers policy follows this guidance and will be reviewed annually and updated if necessary.

The named Careers Leader is Mrs Michelle Graydon

### **The purpose of Careers Education Information and Guidance**

Our Careers policy is set up to provide each student with the skills and confidence to make well informed decisions regarding their future. We encourage every individual to have high aspirations for themselves and we provide a support and encouragement every step of the way. All students will receive guidance on making the right subject choices for their chosen career path, how to achieve their goals and regular 'check points' to assess their progress towards this.

We understand that our students are individuals and we help our students to find appropriate work experience, hear from employers, visit workplaces and Further Education venues, practise work skills through mock interviews and offer guidance on vocational and academic pathways post 16.

The majority of our students will require additional support, due to issues such as Special Educational Needs and Disabilities. Where it is needed, for any student, help is provided to assist our young people prepare for independence, including assistance with College applications, interviews, searching for apprenticeships, technical routes, and employment.

### **The Gatsby Benchmarks**

The Careers Strategy sets out that every school should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their Careers Provision. Whilst it is not statutory that schools adopt the Gatsby Benchmarks, by following them, we can be sure that we are fulfilling all our legal duties.

The Gatsby Benchmarks.

1. A stable careers programme
2. Learning from Career and Labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to Careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance

**Careers Skills:** - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part, the environment and the economy. The schools careers provisions, therefore, need to help students to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

**Employability Skills:** - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'. The top 10 skills that employers want and seek in potential employees are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

#### **Statutory Responsibilities of the Trust Board**

The statutory duty requires the Trust Board to ensure that all registered students at the schools are provided with independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds).

The Trust Board must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

### **Duty to participate in education or training after 16**

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16.

The Trust recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

### **Careers Guidance Provision - Implementation**

- Careers Education is delivered through PSHE lessons at KS3, 4 and 5.
- Activities during Tutor times for all year groups to promote awareness of a wide range of career opportunities and progression routes.
- Career displays around the schools and in each department area.
- Work Experience
- Guest speakers
- Visits to and by local post 16 providers
- Visits to university
- Careers information for parents at Academic Review days
- Careers action planning – one to one Careers interviews
- School website has a dedicated Careers area.
- Weekly Careers Clinic for 6<sup>th</sup> form students.
- Post 16 destination fair where local colleges, universities and apprenticeship providers are represented.
- Post 18 destination fair where local colleges, universities and apprenticeship providers and employers are represented.

### **GCSE English and Mathematics**

Through our Careers Guidance we must highlight to all students that if they do not achieve a level 4 or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

### **Careers Impartial Advice and Guidance (IAG)**

- In our schools students are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, mentors and coaches.
- Independent and impartial careers information, advice and guidance can be accessed by any student on request. At Bromley Beacon Academy, we use a Level 6 qualified Independent Careers Advisor to provide this service to our students.
- All students receive a face-to-face interview at key decision making points during their education (in years 9 and 11) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11, all students are helped to develop a careers action plan.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews with impartial advisors.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The schools organise information events for students and their parents to raise awareness of achievement as well as careers information, advice and guidance.
- The schools advertise the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the schools websites.
- Learner views are sought on the best way to offer provision.

### **Employer engagement**

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Speakers from the world of work
- Careers fairs and career networking events
- Access to open days at further education institutions
- Access to creative online resources
- Help with basic career management skills like CV writing, CV building, job searches and job interviews

### **Student Entitlement**

All students are entitled to be fully involved in an effective Careers programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices for KS4/GCSE and after Year 11.
- Access to up to date and unbiased information on future learning and training, careers and labour market information.
- Support to develop the self-awareness and career management skills needed for their future.
- A meaningful encounter with a representative from the world of work each school year; this could be through work experience, assemblies, careers talks and visits.
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits, assemblies, talks and meetings at school.
- The opportunity to relate what they learn in lessons to their life and career beyond school.
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers leader.
- Access to one-to-one guidance with a trained impartial careers advisor.
- The school to keep parents/carers informed of their progress and provide parent/carers with information to support students' career planning and decision making.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

### **Parent Involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

### **The National Careers Service**

We signpost our students and their parents to the National Careers Service which offers information and professional advice about education, training and work to people of all ages.

(<https://nationalcareersservice.direct.gov.uk> , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

### **Equalities**

The schools consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

### **Staff Development**

Staff training and CPD needs in relation to CEIAG are identified in conjunction with school INSET/CPD lead.

Staff training and CPD needs will be met through daily briefing, newsletters, internal and external meetings, conferences and workshops etc.

Careers Leader attends Careers meetings hosted by London Enterprise Advisor Network

### **Monitoring, review, evaluation and development of Careers Guidance Provision**

Provision is monitored through a range of processes including:

- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Annual audit of Careers Guidance
- Careers Development plan
- Bromley Beacon Academy use The Career and Enterprise Compass Tool to assess provision against the Gatsby benchmarks. This allows us to quickly and easily assess our strengths and find areas for improvement.
- Bromley Beacon Academy is committed to implementing the standards of The Quality in Careers Standard Award for Careers Education, Information, Advice and Guidance provided by Prospects and we are actively working through this award to ensure continuous improvement.

The effectiveness of guidance activities is evaluated through

- Attainment and achievement key indicators
- Positive destinations of our students
- Students being guided on to the correct options pathway in KS4
- Our NEET figures remaining low and preferably at 0%
- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers events
- Gathering informal feedback from external parents and parents