

Careers Policy

Careers, Education, Information, Advice and Guidance
(CEIAG)

Agreed by: SLT
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Introduction

There has never been a time when careers education, information advice and guidance has been as important for pupils as it is today. The landscape of education, training, and employment opportunities that pupils need to navigate is more complex and challenging than that faced by previous generations. Pupils need to prepare for a future where some jobs do not yet exist.

Before formulating this policy, consideration was given to:

- DfE (Department for Education) '**Careers Guidance and Access for Education and Training Providers**' October 2018
- DfE '**Careers strategy: making the most of everyone's skills and talents**' December 2017
- **The Gatsby Benchmarks: Good Career Guidance**
- **Career Development Institute: Careers Framework 2020**
- '**Progression Pathways 2017: Pathways through higher education**' June 2017 by UCAS
- '**Vocation, vocation, vocation: the role of vocational routes into higher education**' report by Social Market Foundation January 2018

Think Differently

This policy supports our Vision by working towards the following Missions:

- **Mission 1:** Delivering a pupil-centred, holistic curriculum which prepares pupils to overcome barriers for life.
- **Mission 2:** Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation
- **Mission 4:** Creating an innovative, optimistic, and skilled workforce



Differently

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Vision and values

This policy is underpinned by James Brindley Academy's long-term vision and core values that all children and pupils have the right to an education that provides them with the skills and opportunity to achieve their potential regardless of their circumstances or medical needs and believe that careers education, information, advice and guidance (CEIAG) is at the heart of achieving this.



Commitment to CEIAG

Careers education does not just mean informing pupils about their options after academy, but also how their academy career can affect their futures. It is our statutory duty to ensure that all pupils receive independent and impartial information, advice, and guidance regarding all post 16 options broadening, their awareness of all career pathways available to them. By helping pupils with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after academy whichever path they choose.

Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims of the Careers Programme

The aim of this policy links with the ethos and culture of James Brindley Academy, fostering wellbeing, raising aspirations, and improving the life chances of all pupils.

- To develop pupil's self-awareness and ability to successfully explore and appropriate careers and pathways.
- To motivate pupils to work hard so that they can achieve the qualifications which will allow them to access the pathway of their choice.
- To enable pupils to develop employability skills to be 'work ready.'
- To ensure that pupils have effective career management capabilities and are prepared for the world of work or additional learning when they leave James Brindley Academy.

The careers programme addresses the needs of each pupil with activities that will provide inspiration, so they develop personal aspirations and reach their full potential. To prepare each pupil for the choices, changes and transitions they need to sustain future learning, employment and achieve personal and economic wellbeing throughout their lives. The careers programme for all pupils' years 7-11 in our teaching centres is flexible and adaptable, differentiated, and personalised appropriate to pupil's stages of career learning, planning and development as pupils join throughout the year.

There is a universal offer to pupils within hospital settings. They are invited and encouraged to participate in the careers programme as appropriate to each setting and individual need.

The careers programme James Brindley Academy follows the principles of the eight Gatsby benchmarks:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Roles and Responsibilities

Assistant Principal with responsibility for Careers will:

- Support the Careers Leader to ensure that careers links into the whole Academy Development Plan 20-23.
- Ensure a consistent approach to careers is evident across the academy.
- Work with Careers Leader to promote and support Heads of Curriculum in linking subjects to the world of work.
- Work with the Careers Leader to monitor and evaluate the careers education provision and experience pupils receive.

(Gatsby 1, 4)

Trustee linked to careers will:

- Supporting the member of staff at the academy who has responsibility for careers education.
- Reporting back to the Board of Trustees on how the academy's careers education and guidance is contributing to the academy's strategic priorities.
- Reporting back to the Board of Trustees on how the academy's careers education and guidance is contributing to pupils' learning and career decision making.
- Advocate the appointment of people from the business community to the Board of Trustees.
- Facilitating partnerships with local businesses.
- Ensure that statutory duties are met.
- Encourage James Brindley Academy to work toward the Quality in Careers Standard.

(Gatsby 1, 4)

Careers Leader will:

- Further develop, evaluate, and adapt a stable and robust careers programme
- Ensure all pupils receive unbiased careers education that prepares them for the next stage of their education or employment
- Ensure that pupils have access to independent sources of guidance.
- Involve pupils, parents and carers in the further development of careers offer.
- Work towards the Quality in Careers standards.
- Provide access to a range of activities that inspire pupils, including meaningful encounters with employers, careers fairs, motivational speakers, visits, and encounters with further and higher education providers.
- Measure the Academy careers programme against the eight Gatsby benchmarks of good careers guidance through the Compass+ assessment tool.
- Work in partnership with the link Trustee for Careers, The Careers & Enterprise Company, and the Academy's Enterprise Adviser.
- Analyse destination data and present to SLT and Trustees.
- Ensure compliance with the legal requirements to provide independence guidance and give pupils access to providers of further higher and technical education and apprenticeships including the publication of the provider access policy on the academy website.
- Monitor, review and evaluate the range and quality of personal guidance delivered

(Gatsby 1,2,3,4,5,6,7,8)

Careers Advisers will:

- Encourage pupils to achieve and to be ambitious in their choice of career.
- Work to ensure that no pupil is disadvantaged in gaining access to education, employment, or training.
- Ensure that all advice is accurate, up to date and impartial.
- Provide access to personal guidance from year 9.
- Attend EHCP (Education Health and Care Plan) and PDR meetings from year 9.
- Ensure pupils have access to, and be able to use, a variety of careers information.
- Contribute to destination follow up of leavers.
- Participate and contribute in the design and delivery of the careers programme.

(Gatsby 1,2,3,4,5,6,7,8)

Employment Engagement Officer will:

- Develop and maintain relationships with local and national employers and organisations.
- Develop and maintain relationships with Post 16 providers.
- Oversee and organise work experience procedures both weekly and yearly including external health and safety checks, monitoring and evaluation.
- Work with Heads of Curriculum and the STEAM working group to embed linking schemes of work to the world of work.
- Organisation of careers days and visits, liaising with Heads of Centres, Heads of Curriculum and the careers team.
- Attending Titan STEAM meetings and chairing internal STEAM working group.

(Gatsby 1,2,3,4,5,6,7)

Middle Leaders (Heads of Curriculum and Heads of Centre) will:

- Ensure that careers education is embedded in curriculum schemes of work and learning framework for all years.
- Promote career learning, events, visits, and opportunities.
- Ensure that staff support pupils in attending careers appointments with Careers Advisers.
- Assist with the identification and support of those at risk of not being in education or employment with accredited training post 16.

(Gatsby 1, 4)

Teachers, Teaching Assistants, and support staff will:

- Promote an understanding of the world of work and the ability to respond to changing opportunities at all ages.
- Make clear links to curriculum learning and careers.
- Enhance independent research skills so that pupils can make effective use of information and guidance.
- Encourage pupils to use their self-knowledge and knowledge of the labour market when thinking about and making choices.
- Help pupils to develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- To promote the values of Skills Builder with pupils, preparing pupils for the world of work.

(Gatsby 1, 4)



Careers Programme objectives:

- To provide all pupils with several meaningful encounters with employers and post 16 providers.
- To help pupils understand the changing nature of the world of work.
- To help pupils understand and develop the skills that are required to be successful in their future pathway.
- To give pupils an awareness of the opportunities available to them at key transition points and to support them with their decision-making and transitions at these times.
- To provide pupils with the relevant careers information, advice and guidance that are suitable for their personal needs.
- To raise aspirations, challenge stereotypes, celebrate diversity and promote equality of opportunity.
- To provide an inclusive programme of events so that all pupils can access a quality careers provision.
- To link careers education to curriculum learning to enable pupils to understand how subjects link to the world of work and are used in a variety of jobs.

Pupil entitlement

All pupils at James Brindley Academy in our teaching centres will take part in a careers education programme, which is implemented through: Personal Development lessons, assemblies, form time activities, workshops, careers focussed days and one-to-one meetings. Pupils will have multiple opportunities to have meaningful interactions with employers, apprenticeship providers colleges and university representatives as well as experiencing the world of work first-hand through work experience.

All pupils at James Brindley Academy should expect:

- To have the opportunity to explore the full range of education, training, employment, and other pathways available to them.
- To identify and start to develop the skills required to be able to plan and manage their own personal development and career management.
- To be able to access and understand up to date and relevant information in order to make informed decisions.
- To be given the opportunity to provide feedback and ideas as to how to improve their careers provision.
- Access to quality careers guidance meetings that take the individual needs of pupils into account. Pupils can self-refer for a careers meeting at any time.

Pupils can expect a range of the following careers activities as a minimum throughout each year at James Brindley. The career programme is adapted for each centre.

Year	AUTUMN TERM	SPRING TERM	SUMMER TERM
7	<p>Form time activities</p> <p>Skills Builder activities</p> <p>Titan Careers Fair</p> <p>PD Lessons: 'Enterprise'</p>	<p>Form time activities</p> <p>National Careers / Apprenticeship week – various activities</p> <p>Careers Fair</p>	<p>Form time activities</p> <p>Careers assembly: What is a career? / the world of work/ developing transferrable skills</p>
8	<p>Form time activities</p> <p>Skills Builder activities</p> <p>Titan Careers Fair</p> <p>PD Lessons: 'Enterprise'</p>	<p>Form time activities</p> <p>National Careers / Apprenticeship week – various activities</p> <p>Careers Fair</p> <p>STEAM day</p> <p>KUDOS careers software programme</p>	<p>Form time activities</p> <p>Careers assembly: LMI Jobs of the Future work</p>
9	<p>Form time activities</p> <p>Employer visit</p> <p>Skills Builder activities</p> <p>Titan Careers Fair</p> <p>PD Lessons: 'Enterprise'</p>	<p>Form time activities</p> <p>National Careers / Apprenticeship week – various activities</p> <p>Careers Fair</p> <p>STEAM day</p> <p>KUDOS careers software</p> <p>Careers interviews</p>	<p>Form time activities</p> <p>Careers assemblies: Post 16 Options, Education, Apprenticeships, Traineeships pathways</p>
10	<p>Form time activities</p> <p>Careers day: visits / workshops post 16 education and apprenticeship providers</p> <p>KUDOS careers software</p> <p>Skills Builder</p> <p>World Skills Show</p> <p>Duke of Edinburgh Award</p>	<p>Form time activities</p> <p>Careers Fair</p> <p>Assembly by college / apprenticeship provider</p> <p>Big Bang STEM Fair</p> <p>Duke of Edinburgh Award</p> <p>Vocational workshops</p>	<p>Form time activities</p> <p>Careers Assemblies: Decision making</p> <p>Visit to employer</p> <p>Work experience opportunities</p> <p>Work experience assembly</p> <p>Apprenticeship Fair</p> <p>Duke of Edinburgh Award</p> <p>Careers interviews</p> <p>PD Lessons: 'Preparing for Work Experience'</p>
11	<p>Form time activities</p> <p>Careers day: visits to post 16 education and apprenticeship providers</p> <p>Skills Builder</p> <p>World Skills Show</p> <p>Duke of Edinburgh Award</p> <p>Careers interviews</p>	<p>Form time activities</p> <p>Careers Fair</p> <p>Careers assembly by college / apprenticeship providers</p> <p>Post-16 taster and transition sessions</p> <p>Big Bang STEM Fair</p> <p>Duke of Edinburgh Award</p> <p>Careers interviews</p>	<p>Form time activities</p> <p>Careers assembly: Transition / Moving on</p> <p>Apprenticeship Fair</p> <p>Duke of Edinburgh Award</p> <p>Careers interviews</p> <p>Post-16 taster and transition sessions</p>



	PD Lessons: 'Next Steps'	Vocational workshops	
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If a pupil joins James Brindley after year 7, we will seek to identify gaps in their experience and knowledge so that we can adapt the careers programme to meet their individual needs.

Due to the current pandemic (COVID 19) there may be some activities that cannot be delivered in person, but we aim to adapt the careers programme to offer activities virtually and online.

Pupils in primary learn about the world of work throughout lessons and have access to Job Explorer Database (JED) careers software programme.

Parents and Carers

James Brindley Academy actively encourage parental and carer involvement in the careers programme as they have such a significant role to play in their child's decision-making.

Parents and carers can expect:

- To discuss their child's progress and aspirations.
- A Careers Adviser to be available at Parent /Options evenings.
- Impartial careers advice and guidance to support pupils, parents and carers in identifying appropriate post 16 provision.
- A Careers Adviser to attend Year 9-11 Education Health and Care plan annual review meetings. To Offer ongoing support to pupils, parents and carers regarding Birmingham City Council (SENAR) allocation of Post 16 places, process and timeline including the Post 16 preference form.
- Support for all pupils, parents and carers in their transition to their Post 16 provision.
- For those pupils who leave James Brindley at the end of year 11 without a Post 16 placement and become NEET (not in education employment and training), support will be offered to pupils, parents and carers until they have the offer of a place.
- To be encouraged to feedback on how to improve the careers programme.
- To be asked to contribute to careers events or offer work experience opportunities.
- Updates on careers related activities.
- A dedicated section on the academy website in each sector 'Careers' providing up to date information that will help them to support their child to make informed decisions.

Work Experience

- James Brindley Academy has always seen the value that the experience of work gives to pupils. It gives them an understanding of the world of work, which cannot be gained in the classroom. We therefore continue to provide all pupils in Year 10 in teaching centres the opportunity to participate in one week's work experience in the summer term.
- The Year 10 work experience programme is organised by the Employer Engagement Officer who liaises with pupils, parents / carers, Key Workers and Form teams.
- While pupils, parents and carers are strongly encouraged to arrange their own work experience, pupils who need help are met with individually and supported by their key workers and the Employer Engagement Officer.
- We are striving to develop strong working relationships with some local organisations who support the work experience programme.
- Parents and carers are communicated with throughout the process.



- All placements are risk assessed and approved by an external Health and Safety company Mainframe Engineering Ltd
- All pupils on placement are covered by the correct employer insurance.
- The Employer Engagement Officer along with Mainframe Engineering Ltd www.mainframeng.co.uk and key workers, check that the placement meets with the academy's requirements, that pupils will be treated fairly, and they will undertake meaningful work.
- All pupils' complete logbooks whilst on their placement and have a de-brief on their return.
- Phone calls/visits will be made to placements to check that pupils are in attendance and that they are having a successful placement.

Careers guidance

- All pupils at James Brindley Academy in teaching centres can request an appointment with a Careers Adviser. However, Year 9, 10 and 11 pupils are most likely to access the service, with many Year 11 pupils receiving multiple careers guidance meetings and additional support.
- Careers Advisers work with Centre Leaders, Pastoral Managers, Key Workers, SENCo's and form teams to support pupils.
- Careers Advisers works alongside SENCo's to support pupils with EHC Plans and those for whom EHC requests for assessment are in progress.
- Parents and carers are communicated with when there are concerns about Post 16 plans.
- Copies of pupils' career action plan created at career's meetings are given to them to take home.
- Pupils can refer themselves for a career's guidance meeting at any time. They can either approach Careers Advisers directly or they can ask another member of staff to arrange this for them.
- The Careers Adviser provides appropriate guidance to pupils which meets the individual needs.

Careers information

Career information is available to pupils, parents and carers through the 'careers' section of the website. Careers information is available in the form of careers posters displayed throughout the academy and via form time activities, Skills Builder, and assemblies alongside the Personal Development programme. Additional careers information is shared via Arbor, Facebook and Twitter.

Careers sites promoted to pupils include: KUDOS, UCAS Explore Jobs, icould, Prospects, SACU, Careers Pilot, National Careers Service, Rate My Apprenticeship, Find an Apprenticeship and Health Careers.

External providers

Pupils learn from several external providers as part of the careers education programme. Employers, apprentices, representatives from colleges and training providers, come into academy at various points of the year to talk to and meet with pupils. Please see Access Provider Policy.

Staff and organisations are vetted for suitability by the relevant staff at the academy.

James Brindley Academy are supported by Enterprise Adviser Claire Donnelly from the Careers & Enterprise Company and Richard Winter HS2 (High Speed 2) Enterprise Adviser.

Management and staffing

Every single staff member in the academy is responsible for creating a positive learning environment where pupils can prepare themselves for their future careers.



The Careers Lead is responsible for taking a strategic lead and direction for careers work in the academy, working under the direction of the Assistant Principal with responsibility for careers and work experience and working with the Centre Leaders.

The Careers team includes one Careers Leader who is Level 6 Careers Adviser / Careers Leader qualified, three Level 6 Careers Advisers and an Employment Engagement Officer.

Staff Development

Staff training needs are identified as part of the annual Performance Management reviews. Skills Builder is part of each staff members appraisal and will have an objective linked to Skills Builder. The Careers Lead and Careers Advisers attend appropriate training, Titan Network meetings, South Network meetings, conferences and visit local post 16 providers to ensure that they keep up to date with best practice.

James Brindley Academy is also working towards the Quality in Careers Standard Award.

Resources

Funding is allocated in the annual budget. The Careers Lead works closely with the Assistant Principal who has responsibility for Careers, to effectively deploy resources. James Brindley Academy is committed to providing up to date and the most appropriate resources to maintain and develop our careers programme. This includes training and careers resources.

Monitoring and evaluation

The careers programme is reviewed by the Careers Lead, Careers Advisers, Employer Engagement Officer, and the Assistant Principal in several ways:

- Post 16 destinations. Academy leavers are monitored, and destination trends are identified.
- Feedback from pupils about their experiences of the careers programme.
- Feedback from staff on individual lessons and careers activities.
- Feedback from employers, college/apprenticeship representatives on events.
- Feedback from parents and carers about their child's experience of the careers programme and transition to post 16 provision.
- Personal Development lessons, assemblies, and form time activities.
- Trustees are updated on Gatsby Benchmark progress and destinations.
- Review of the academy's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.

References

Careers Guidance and Access for Education and Training Providers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Careers Strategy: Making the most of everyone's skills and talents

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

The Gatsby Benchmarks

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>



The Career Development Institute Careers Framework

<https://www.thecdi.net/Careers-Framework>

Progression Pathways 2017

<https://www.ucas.com/progression-pathways-2017>

Vocation, vocation, vocation: the role of vocational routes into higher education' report by Social Market Foundation January 2018

<http://www.smf.co.uk/publications/the-role-of-vocational-routes-into-higher-education/>