

**Outcomes
First
Group.**

Career Education, Information, Advice and Guidance



**Belmont
School**



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Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2023

1.0 School Vision

- 1.1 Belmont School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school. The values and principals document makes direct reference to developing the knowledge, skills and attributes Belmont School students need to lead successful and happy lives
- 1.2 The Careers Lead has written 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 DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (Published March 2015, last updated January 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 section 3.0 of this policy; set out in this section are examples and explanations of how Belmont School meets those benchmarks
- 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 Belmont 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, along with examples of how this is implemented for pupils:
- 3.1.1 *To ensure that all students at the school receive a stable careers programme -*
Careers provision at Belmont School is far reaching and multifaceted programme; Careers is taught in subjects like PHSE and discussed at form times, we have individual Career Action Plans written by an external specialist, which outlines pupils' areas of vocational and academic strengths, career aspirations, and courses and further training opportunities pupils can access in their local area, and the grades needed in order to access those opportunities.
- 3.1.2 *To enable all students to learn from information provided by the career and labour market –*
pupils will be informed about potential earnings, training periods and qualification requirements in order to access their desired course.
- 3.1.3 *The CEIAG programme should be individual and address the needs of each student –*
Individual learning pathways are developed in Key Stage 4 in order to enable student to leave Belmont with a wealth of qualifications which enable them to access post 16 courses which enable them to pursue a career in a field of their choosing – e.g. Pupils who choose career pathways which require a university degree will have a more academic pathway, whereas a pupil wanting to learn a trade will follow a more vocational route, whilst ensuring they still access a broad and balanced curriculum.
- 3.1.4 *To link the curriculum learning to careers learning –*
Career focused lessons are taught in PHSE lessons, and Careers is linked and referenced across the curriculum.
- 3.1.5 *To provide students with a series of encounters with employers and employees –*
Industry leaders, Business owners and people with careers in a variety of industries are invited to school to give talks and answer questions on their chosen career.
- 3.1.6 *To provide students with experiences of workplace(s) -*
All pupils are given the opportunity and encouraged to undertake a work experience placement – pupils can either source their own placement and the school and registered partners undertake the requisite DBS and Health and safety checks, or the school works with its partners to source pupils an appropriate work experience placement in their locality.
- 3.1.7 *To ensure that students have a series of encounters with further and higher education –*
Some pupils in Key Stage 4 go to college one day a week, in part to facilitate the transition from Secondary school to post 16 education, information about open days, college events and other information is distributed to pupils through their Support Worker, Heads of Key Stage and the Careers lead.
- 3.1.8 *To provide each student with the opportunity to receive personal guidance-*
Personal Careers guidance is provided by an External provider and individual support is implemented when necessary – for example additional travel training

4.0 School Responsibilities

- 4.1 The school has a series of statutory duties which the school complies to:
 - 4.1.1 All registered pupils at the school receive independent careers advice in Years 8 to 11
 - 4.1.2 Careers advice is represented in an impartial manner, showing no bias towards a particular institution, educational or work option
 - 4.1.3 Careers advice covers a range of education or training options
 - 4.1.4 Guidance is in the best interests of the pupil
 - 4.1.5 There are opportunities for education and training providers to access pupils in Years 10 and Year 11 to inform them about approved technical qualifications or apprenticeships.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks (as outlined in section 3).
- 4.3 Belmont School believes that good Careers guidance 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 Careers guidance widens pupils' horizons, challenges stereotypes, and raises aspirations. It provides pupils with the knowledge and the 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 Belmont school will continuously monitor its Careers guidance offer and seek further improvement. This will be done by the Careers lead, senior management team and specialist staff at Outcomes First Group Limited.

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the School has a clear Careers Policy and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - based on the eight Gatsby Benchmarks
 - 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 8-11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG 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 7-13 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 The school will work with providers 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 parent survey;
 - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
 - 7.2.2 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 This policy is subject to annual review unless changing circumstances require an earlier review.

MISSION STATEMENT

*Belmont school aims to provide the best education continuous provision for boys aged 5-18.
An educational journey with us follows a broad and rich curriculum that allows children to be aspirational whilst embracing their individuality and learning to manage their diagnosis of special educational needs.*

We aim to enhance life experience and instill a desire to achieve

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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