



Better Together
LEARNING TRUST

BETTER TOGETHER LEARNING TRUST

Careers Education, Information, Advice and Guidance POLICY

STATUTORY POLICY

Document Reference:	SP1
Date of Approval:	May 2023
Approved by:	Teaching & Learning Committee
Version No:	V. 1
Last Review Date	February 2023
Next Review Date:	February 2026
Policy Owner:	Executive Headteacher
Document History:	Version 1: February 2023

1. Aims

This policy aims to set out our Academy's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training, employment opportunities and supported provisions available to them
- Help pupils to understand routes to careers and employment that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

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

This policy is also in line with the more recent Education (Careers Guidance in Academies) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our Academy must now secure independent careers guidance from year 7.
- As an academy in England, we're now required to provide and publish careers guidance.

We also act in line with our statutory duty under 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 Academy meets this duty, and can be found in this document.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Joan Lee, and can be contacted by phoning 01933 304950 or emailing careers@BTLT.northants.sch.uk Our careers leader works closely with the senior leadership team and will:

- Take responsibility for developing, running and reporting on the Academy's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Work closely with the relevant staff to identify the guidance needs of all of our pupils and put in place personalised support and transition plans
- Work with our Academy'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

Review our Academy's provider access policy statement at least annually, in agreement with our governing body.

3.2 Senior leadership team

Our senior leadership team (SLT) will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our Academy's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our Academy's provider access policy statement
- Network with employers, education and training providers, and other career organisations

3.3 The governing Body

The governing body will:

- Provide clear advice and guidance on which the Academy can base a strategic careers plan which meets legal and contractual requirements

- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure 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 details of our Academy's careers programme and the name of the careers leader are published on the Academy's website
- Make sure that arrangements are in place for the Academy to meet the legal requirements of the 'Baker Clause', including that the Academy has published a provider access policy statement.

4. Our Careers Programme

Our Academy 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 with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils. The careers programme has been carefully designed and is regularly updated to support the needs of our students. We work closely with supporting agencies including SEMLEP, CDI and the Careers & Enterprise programme to do so. Using the CDI framework and Gatsby benchmark as guidance, we have developed the programme to cover the main areas of: *SELF DEVELOPMENT* – Encouraging our students to understand themselves, their abilities and their influences on them

CAREER EXPLORATION – To investigate opportunities in learning and the world of work.

CAREER MANAGEMENT – To allow our students to develop employability and enterprise skills. Our Careers Programme allows all our students the opportunities to feel empowered, promote self-advocacy and manage their futures. We actively promote equality of opportunity and challenge stereotypes, we try to ensure our students progress to become happy and successful adults

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: lessons, tutor-led discussion, assemblies, displays, events, guest speakers, drop down days, AQA units, enterprise activities, bespoke sessions and visits, college link programme, parental information sessions.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in assessing their skills, qualities and abilities through a range of opportunities.

(Please see appendix)

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into Post 16 provisions of education or training.

(Please see appendix)

Key Stage 5

Our Key Stage 5 careers programme supports pupils in supporting the planning for their future alternative pathways.

4.1 Access to our careers programme information

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

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our Careers leader, and can be contacted by phoning 01933 304950 or emailing careers@friars.northants.sch.uk

4.2 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives through Go4Academys' C4L life skills, reports to parents, The Compass Tool, parental and student questionnaires/forms.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- CEIAG policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

Appendices

Appendix 1.

Meeting the Benchmarks

How we are achieving the **Gatsby Benchmarks**

Benchmark 1: A stable Careers Programme

- ✓ The appointed Careers and Future Prospects Leader responsible for the management of CEIAG
- ✓ Our Enterprise coordinator from Semlep is Paul Thompson
- ✓ Allocated key link governor is Sarah Scarborough
- ✓ Enterprise adviser is Greg Kirkman
- ✓ The career programme is structured, updated and available on the Academy website.
- ✓ The Careers programme is reviewed through the Careers and Enterprise Company's Compass evaluation tool twice a year.
- ✓ The programme consists of a large number of events and activities involving employers, and other agencies. Along with an ongoing experience of the world of work.
- ✓ Careers/ employability can be found within the curriculum timetable. This can be seen as, directed Careers lessons, Life skill lessons, discreet lessons, enterprise activities, work experience and employer engagement visits.
- ✓ The programme and careers leader is fully supported by the Headteacher and SLT team
- ✓ The programme is regularly evaluated with feedback from stakeholders, including students, staff, parents and employers.

Benchmark 2: Learning from Careers and labour market information

- ✓ Families can keep up to date with information about local labour market information through our website, we publish SEMLEP LMI overview on our website.
- ✓ LMI is explored during KS4 transition sessions.
- ✓ Our Careers and Future Prospects Lead provides independent, unbiased careers guidance

Benchmark 3: Addressing the needs of each student

- ✓ Some of the examples of how this is performed is through personal guidance and annual reviews
- ✓ The Careers and Future Prospects Lead keeps accurate records of individual student's careers advice, in line with the CDI code of ethics.
- ✓ Destinations are collated and recorded for 3 years. Good relationships are maintained with parents, students, further education providers and Prospects.
- ✓ The careers programme challenges stereotyping and addressing needs linked with raising aspirations

- ✓ BTLT Academy hosts an annual Next Steps event to support students and families to gain a better understanding of the choices of colleges and provisions available for Post 16. This is in partnership with the local offer, support agencies and other providers across the county.
- ✓

Benchmark 4: Linking curriculum learning to careers

- ✓ Careers education and enterprise is embedded throughout the curriculum at every stage.
- ✓ Careers and employability lessons are entrenched within the timetable.
- ✓ Training and updating of staff to ensure effective preparation, planning and delivery of the careers programme.
- ✓ All staff are expected to incorporate careers into learning where possible and relevant.
- ✓ STEM (Science, Technology, Engineering and Maths) and English activities highlight and incorporated careers in lessons.

Benchmark 5: Encounters with employers and employees

- ✓ Students have access to a variety of different employer engagement activities. This includes work place visits, work experience, job shadowing, taster days and Careers week.
- ✓ Participation in enterprise fayres and the ongoing Pit Stop business.
- ✓ Careers week gives a great opportunity for all students to engage with employers.

Benchmark 6: Experience of work places

- ✓ All year 11 students have the opportunity to attend a work placement where appropriate. Prior to placements students will attend an initial interview and work premises tour.
- ✓ Work experience is available both internally and externally.
- ✓ Regular communication is made with the employers, and information is shared with families regarding progress.

Benchmark 7: Encounters with further and higher education

- ✓ The annual Next Step event allows students and families to have encounters with learning providers including colleges, training centres and other local service providers
- ✓ A regularly updated guide is provided and made available on our website for families looking at post 16 options.
- ✓ A regular email update is made to parents, often bespoke.
- ✓ Extensive links are in place with other providers to support with transition.
- ✓ Signposting of local transition events and opportunities available at our providers are provided on our website, and emailed home, in addition to being advertised around the school.
- ✓ Year 10 students engage in school link programmes at local colleges.

Benchmark 8: Personal guidance

- ✓ The Careers and Future Prospect Leader provides independent career guidance to students in years 9, 10, 11 and post 16.

Appendix 2.

CEIAG Entitlement Statement

At BTLT we aim to ensure that all our students are prepared to make well-informed decisions about their future career progression, employment, training or further education.

We are committed to:

Raising aspirations for the future, developing ambitious, independent learners ready for further education, employment or training.

Providing learning opportunities through a range of partnerships with business and industry in the area.

Delivering economic and business understanding through an enterprise focused curriculum to develop economic and business understanding.

Equipping our young people with skills essential for lifelong learning.

As a learner you are entitled to expect that BTLT will:

- ❖ Treat and respect you as an individual.
- ❖ Provide you with the opportunity to learn the skills and gain the knowledge you will need to achieve your full potential after leaving The Academy.
- ❖ Give clear advice and information about ALL the options available for your future, so that you understand what they involve.
- ❖ Devise a set of personal criteria to help you identify appropriate routes to your goals.
- ❖ Offer you support as you need it.
- ❖ Help to decide what to do when you finish Year 11, including further learning, training and employment
- ❖ Guarantee you access to careers information, advice and guidance which is up to date, comprehensives and unbiased including Labour Market Information.
- ❖ Help you to understand how to manage your money in the future.
- ❖ Understand the purpose of careers interviews and the value of being prepared to make the most of this opportunity.
- ❖ Receive invitations to take part in careers and information events.
- ❖ Ensure you have access to professional and expert guidance when you need it.
- ❖ Guarantee access to information about all the options/pathways open to you once you leave BTLT.

As a member of staff we expect that you (the learner) will:

- ❖ Be active in helping yourself as well as expecting us to help you.
- ❖ Be prepared to be realistic in considering the range of options available and in making choices about them.
- ❖ Be prepared to learn and challenge yourself in order to reach your potential.

- ❖ Be punctual and considerate of others.
- ❖ **As a parent/carer you are entitled to expect that BTLT staff will:**
- ❖ Be prepared to meet to discuss your student's future prospects with the Careers and Future Prospects Leader.
- ❖ Enable you to take an active part in the processes described above which could include;
 - Attendance at parents' evening and other events.
 - Attendance at annual reviews of your student.
 - Attendance at your student's careers guidance review if you wish. Promote and practice equal opportunities for all young people regardless of gender, ethnic origin, disability etc.
- ❖ Have the opportunity to comment on the usefulness of the careers programme to their student and how it could be improved.

Appendix 3.

KS3 CEIAG Programme of Study

<u>KS3 CEIAG Programme of Study</u>					
	Framework outcome	Gatsby Benchmark	Topic	Evidence/ Evaluation Criteria	Learning Outcomes
Developing yourself through careers, employability and enterprise education	1	1	This is Me	You can talk about your strengths. You know what you like and enjoy doing. You can describe what you are good at.	By completing this topic, students will be able to: <ul style="list-style-type: none"> Talk about my strengths. State what I like and enjoy doing in and out of school. Describe what I am good at.
	2	1 2 3	What kind of person am I?	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing.	By completing this topic, students will be able to: <ul style="list-style-type: none"> Tell my story about my progress and aspirations. Identify what I need to do to increase my successes and achievements. Say how I can improve my wellbeing. Talk positively about yourself and what you have done well.
	3	1 3 6 7	Understanding work	Invite a visitor to talk. Say what you have learned and enjoyed from a careers/enterprise activity.	By completing this topic, students will be able to: <ul style="list-style-type: none"> Ask about a person’s career pathway. Say which skills I used on an enterprise activity. Say what I enjoyed doing on an enterprise activity.

Learning about careers and the world of work	4	1 2	What is work?	Using Famous people, eg. Authors, sports people, look at how their careers have developed.	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Explain what work is. • Discuss different views about work. • Know why work is important. • I have looked at famous people and how their pathway developed.
	5	1 2 5 6	This is what I want	Interview family and visiting speakers so you can identify different kinds of work that people do. List the types of work; seasonal, part-time, full time, self-employed, volunteering, being a parent.	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Ask people questions about their work. • List the types of work; seasonal, part-time, full time, self-employed, volunteering, being a parent. • Understand people want different things from a job. • State what I think I want from a job.
	6	1 2 5 6	Job studies	You are aware of the different local businesses and the products and services offered. EMPLOYER EXPERIENCE Research for Jobs using JED	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Meet with an employer. • Discuss a business and what it does. • Use research skills to locate jobs • Research jobs using JED
	7	1 2 4 5 6	Then, Now & the future	As part of your local history project you can state what have been the changes in employment in your village/town. You can say what is LMI and why you need to be aware of it for making future decisions	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Compare and contrast jobs from the past and present. • Name jobs that no longer exist. • Say what is LMI and why they need to be aware. • Investigate future jobs

	8	1 3	Treating everyone the same	You can say how people should be treated and know who to talk to if something is wrong. You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you	By completing this topic, students will be able to: <ul style="list-style-type: none"> Identify some stereotypical views. Understand the need to challenge stereotyping in relation to work. Y9 Give examples of people who have been targets of inequality. Say why equal opportunities are important in the work place. Understand some equal opportunity legislation.
	9	1 2 5 6	Keeping Safe	You can follow safety rules to keep yourself and others safe when working at school. Health and safety around the school, risk and hazard assessments in practical situations	By completing this topic, students will be able to: <ul style="list-style-type: none"> Understand it is everyone's responsibility to identify a risk or hazard.
Learning about careers and the world of work	10	1 2 3 8	Who can help?	You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills.	By completing this topic, students will be able to: <ul style="list-style-type: none"> Identify the influential people who can support their decision making. Know who can help and advise me. Attend careers events. Use JED Use National Careers Website.
	11	1 2 4 5 6	The skills and qualities necessary for work	You can recognise the skills and qualities needed for the world of work through activities/experiences.	By completing this topic, students will be able to: <ul style="list-style-type: none"> Understand skill and qualities. Look at my skills and qualities. Understand the links between skills, qualities, qualifications and employability.

12	1 2 3 5 6 7	Employability skills	Take part in Enterprise activities. You can show how you are using the qualities and skills when being enterprising in many subjects.	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Identify ideas for the task. • Work as part of a Team. • Identify skills and qualities used.
13	1 6 7	Finance	You can show how to make an informed decision based on looking at a range of saving products You can show how to get the most from a personal budget, understand and use financial words	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Recognise things that influence their spending decisions. • Suggest ways of saving money. • Identify terms used in banking. • Identify some financial words. • Identify sensible approaches to making spending decisions.
14	1 3 7 8	Planning for the future	You can make an informed decision after assessing the choices and opportunities open to you.	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Understand the role of Careers advisor. • Take part in discussions for future options. • Identify my aspirations. • Identify some options for the future • Prepare for a guidance interview. • Attend the interview. • Attend my Transition review.
15	1 2 8	Planning for the Future	You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Identify my skills and qualities. • Say what I would like to do in the future. • Share my plans at reviews and guidance meetings.
16	1 3 4	How impressive am I?	You can say what you need to do to impress people in a given situation	By completing this topic, students will be able to: <ul style="list-style-type: none"> • Wear BTLT Academy uniform appropriately. • Identify aspects of personal hygiene that are important.

					<ul style="list-style-type: none"> • Consider the Values of BTLT at all time. • Consider appropriate behaviours at work
	17	1 5 6 8	Self-assessment	You can be positive, flexible and well prepared to move into Key Stage 4	<p>By completing this topic, students will be able to:</p> <ul style="list-style-type: none"> • Attend transition meetings • Make informed choices • Say what they need to consider when choosing any subject options • Review their skills • Attend reviews • Discuss their action plan

Appendix 4.

KS4 CEIAG Programme of Study

<u>KS4 CEIAG Programme of Study</u>			
Area of learning	Framework outcome	Gatsby Benchmarks	KS4 CEIAG Learning Outcomes
Developing yourself through careers, employability and enterprise education	1	1	<ul style="list-style-type: none"> ❖ Reflect on personal skills and qualities when writing personal statement. ❖ List own personal skills and achievements that will help in getting a job or training opportunity. ❖ Identify aspirations for the future.
	2	1 2 3	<ul style="list-style-type: none"> ❖ Identify pathways to achieving your desired outcomes, college, training or work. ❖ List achievements. ❖ Attend reviews and guidance sessions. ❖ Select work experience and understand the opportunity. ❖ Identify what makes you feel good, how to relax and manage your wellbeing.
	3	1 3 6 7	<ul style="list-style-type: none"> ❖ Use work experience to influence future planning. ❖ Attend Academy Next Steps Event. ❖ Attend School Links programme. ❖ Visit local colleges. ❖ Engage with employer activities. ❖ Evaluate Enterprise and work activities.
Learning about careers and the world of work	4	1 2	<ul style="list-style-type: none"> ❖ List own personal skills and achievements that will help in getting a job or training opportunity. ❖ Evaluate your employability skills. ❖ Be able to identify a job or training opportunity. ❖ Be able to apply for a job, training placement or course. ❖ Attend interviews- record event. ❖ Identify the information an employer may make available regarding employment and working practice.

5	1 2 5 6	<ul style="list-style-type: none"> ❖ Know about different types of work/employment/self-employment/seasonal/being a parent/unemployment/voluntary work/zero-hour contracts.
6	1 2 5 6	<ul style="list-style-type: none"> ❖ Understand different occupational areas. ❖ Gain knowledge of different job roles in different occupational areas. ❖ Compare and contrast roles in different businesses. ❖ Meet with employers. ❖ Visit businesses. ❖ Understand the value of working for some types of employers, knowledge, discounts, shares and goodwill.
7	1 2 4 5 6	<ul style="list-style-type: none"> ❖ Be able to identify a job or training opportunity. ❖ Look at labour market information on where your interested job vacancies may be and what the possibility is of working locally. ❖ Understand labour market information. ❖ Identify the following markets- local employers, National companies and employers, European and global companies. ❖ Name an employment opportunity in the local area.
8	1 3	<ul style="list-style-type: none"> ❖ Recognise instances of stereotypical, discrimination, and other barriers to equality, diversity and inclusion. ❖ Understand the meaning of equal opportunities in the workplace. ❖ Gain knowledge of Equal opportunity legislation. ❖ Identify groups of people protected under equal opportunities legislation. ❖ Identify equal opportunities in own environment and workplace. ❖ Identify the positive ways that the workplace can recognise and support equality and diversity.
9	1 2 5 6	<ul style="list-style-type: none"> ❖ Know about Health and Safety procedures. ❖ Be able to observe safe working practices. ❖ What to wear for work. ❖ PPE ❖ Be able to identify safety signs.

Developing your career management and employability skills	10	1 2 3 8	<ul style="list-style-type: none"> ❖ Attend Reviews and guidance sessions. ❖ Use JED, National Careers Website. ❖ Talk to employers, college staff, Prospects, Careers Leader. ❖ Attend Apprenticeship show ❖ Seek part time work. ❖ Identify which attributes can be used to support progression to further opportunities. ❖ Build a portfolio of personal/educational information. ❖ Give examples of how a portfolio can be used for personal and/or educational and/or career development
	11	1 2 4 5 6	<ul style="list-style-type: none"> ❖ Taking part in Enterprise activities. ❖ Attend School link courses ❖ Work experience. ❖ Identifying responsibilities in the Academy. ❖ Taking part in leader activities. ❖ Identifying outside Academy activities. ❖ List own personal skills and achievements that will help in getting a job or training opportunity. ❖ Update Individual Learning Pathway
	12	1 2 3 5 6 7	<ul style="list-style-type: none"> ❖ Take part in The Academy's Enterprise Projects. ❖ Demonstrate enterprise, creativity and initiative when developing ideas and following them through. ❖ Review skills and application, add to portfolio work. ❖ Consider jobs for the future.
	13	1 6 7	<ul style="list-style-type: none"> ❖ Identify terms used in banking. ❖ Identify some financial words. ❖ Identify sensible approaches to making spending decisions. ❖ Understanding Payslips. ❖ Your money and your life, understanding financial implications. ❖ Using the bank through Enterprise. ❖ Dealing with financial Dilemmas
	14	1 3 7 8	<ul style="list-style-type: none"> ❖ Use JED, National Careers Website and company websites. ❖ Take part in Enterprise and work experience.

			<ul style="list-style-type: none"> ❖ Meet Apprenticeship and Traineeship promoters. ❖ Attend careers events, taster days and opportunities.
	15	1 2 8	<ul style="list-style-type: none"> ❖ Attend review, guidance sessions. ❖ Careers planning. ❖ Using family and friends for some support and decision making ❖ Plan a pathway to include possible change.
	16	1 3 4	<ul style="list-style-type: none"> ❖ Have some understanding of policies and procedures which recognise and protect the relationship between the employee and employer. ❖ Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success. ❖ Have some awareness of questions that cannot be asked. ❖ Prepare for an interview. ❖ List what needs to be considered in preparation for the interview. ❖ Give examples of positive and negative interview techniques.
	17	1 5 6 8	<ul style="list-style-type: none"> ❖ Produce and update CV, Personal statement, progress file. ❖ Take part in transition taster days. ❖ Visit post 16 providers for future consideration. ❖ Practise presentational skills.