



CEIAG POLICY

Purpose of this statement	To detail the curriculum of Buttershaw Business & Enterprise College
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At Buttershaw Business and Enterprise our values are:

- **Ambition** – We set ourselves challenging goals
- **Resilience** - We give it a go
- **Courtesy** – We are polite to everyone
- **Kindness** – We show we care about those around us.



AMBITION



RESILIENCE



COURTESY



KINDNESS

Our vision

At BBEC we will all work to ensure that our students will be the **best** they can be and can achieve their full potential. They will be **ambitious, resilient and determined** in their learning and **respectful, courteous and kind** in their relationships.

1. Introduction

This policy is underpinned by our long-term vision: that we will all work to ensure that our students will be the best they can be and can achieve great things. They will be ambitious, resilient and determined in their learning and respectful, courteous and kind in their relationships. We will thus prepare our students to lead happy and successful lives.

2. Rationale

Buttershaw Business and Enterprise College recognise the importance of good Careers Education, Information, Advice and Guidance (CEIAG) in helping to raise student aspiration and ambition. By providing context, we aim to increase motivation and engagement by linking cross-curriculum learning and activities in school with preparation for life post 16.

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they



need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16.

BBEC is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. BBEC is fully aware of the responsibility to set students on the path that will secure the best outcome, which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Careers Education, Information, Advice and Guidance (CEIAG) is available to all students through the curriculum and organised activities. Careers guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to help each student to make informed decisions about their future. It will be presented in an impartial manner (which means fair and non-biased), be confidential and differentiated to suit the requirements of each individual student.

CEIAG guidance (for students, parents/carers and staff) is published on the school website to ensure it is accessible to all.

3. Key Aims

The key aims of the Buttershaw Business and Enterprise Careers Policy are to:

- 3.1 Offer a progressive Careers programme where learning activities are complimentary and fluid throughout KS3&4.
- 3.2 Endeavour to provide equality of opportunity for all, regardless of background.
- 3.3 Raise engagement by providing context of how subject learning in school relates / can be applied to the world of work.
- 3.4 Develop ambition through awareness of the possibilities and opportunities that exist outside of the local environment.
- 3.5 Challenge stereotypes and social norms; to encourage students to consider careers that may lay outside the influence of social structures.
- 3.6 Ensure students understand the modern world of work and where they, as people, may sit within it.
- 3.7 Promote the pursuit of pathways which support personal wellbeing and help students to achieve desired lifestyle goals.
- 3.8 Highlight future employment trends (such as Green Careers) and Labour market information.
- 3.9 Involve parents and carers in the Careers education journey.
- 3.10 Emphasise impartiality; to offer information, advice and guidance that is impartial in nature, is delivered by suitably qualified staff and respects / is not dismissive of student choice (in line with the CDI code of ethics - <https://www.thecdi.net/about-us/cdi-code-of-ethics>).



4. Commitments

Buttershaw Business and Enterprise College is committed to providing a planned programme of careers education, information and guidance for students in all year groups.

All students will leave school with the skills and knowledge required to support their entry to further education or employment. We actively promote parent/carer involvement through events and ensure there is access to information throughout the year.

All Buttershaw Business and Enterprise School Staff and Governors are committed to:

- 4.1 The provision of resources and advice to enable students to understand and develop career choices.
- 4.2 Ensuring that careers education is seen as part of the overall curriculum and learning frameworks for all years.
- 4.3 Encouraging students to achieve and to be ambitious.
- 4.4 Involving students, parents and carers in the further development of careers work and the careers curriculum.
- 4.5 Continue work towards meeting all eight Gatsby Benchmarks.

5. Student Entitlement

Buttershaw Business and Enterprise College fully supports the statutory requirement for students to have direct access to external / post-16 providers of further education, training, technical training and apprenticeships. The school will comply with the legal requirement to provide at least four encounters with providers of approved technical education qualifications or apprenticeships (for students in years 8-11). This will be achieved via assemblies in addition to providers attending careers events at school.

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality (of opportunity), diversity and inclusion, whilst promoting the best interests of the students to whom it is given.

All students at Buttershaw Business and Enterprise College are entitled to:

- 5.1 Access to a varied careers programme.
- 5.2 Accurate and up to date information on all post-16 pathways, including apprenticeships and technical qualifications.
- 5.3 A minimum number of 4 encounters with providers of apprenticeships or technical qualifications (2 encounters in KS3 and 2 encounters in KS4), in line with our legal duty (as laid out in the Government provider access legislation).
- 5.4 Access and opportunity to meet with a suitably qualified and impartial careers advisor.
- 5.5 Information on how to apply for post-16 options.
- 5.6 Information on the full range of post-16 options.
- 5.7 The opportunity to provide feedback on their experiences.



6. Parental Entitlement

All parents of BBEC students are:

- 6.1 Invited to attend an initial careers / post-16 pathways discussion alongside their child (when their child is in year 11).
- 6.2 Invited to attend the annual Aspirations Evening alongside their child.
- 6.3 Encouraged to provide feedback and suggestions of what they wish to see included in the school careers programme.
- 6.4 Entitled to information and clarity around post-16 choices (and how to access these).

7. Provision

The careers programme is managed by the SLT lead for CEIAG and co-ordinated by the subject leader responsible for Personal, Social, Citizenship & Health Education.

Careers resources, available in the learning resource centre for all students, are relevant and updated regularly. Access to careers software and the internet is readily available.

Participation in activities, both in school and off-site, provide employer contact and further information.

Careers focused activities delivered through the PSICHE curriculum are provided by the careers lead and managed by the subject leader responsible for PSICHE. This will include activities relating to the world of work, to develop students' knowledge and (transferable) skills.

By the end of Key Stage 3 all students will have:

- 7.1 A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- 7.2 A better understanding of the full range of 14-19 opportunities for progression.
- 7.3 An understanding of some of the qualities, attitudes and skills needed for employability.
- 7.4 Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- 7.5 Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase.
- 7.6 By the end of stage 4, all students will have:
- 7.7 Enhanced their self-knowledge, career management and employability skills.
- 7.8 Used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- 7.9 Been given direct access to employers, colleges, Sixth Forms and training providers.
- 7.10 Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- 7.11 Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- 7.12 Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.



8. Monitoring and Review

Buttershaw Business and Enterprise College will monitor and review the careers programme by:

- 8.1 Using the C&EC Compass tool to evaluate progress towards achieving the 8 Gatsby benchmarks.
- 8.2 Analysing and acting upon (where appropriate), student, parent and external stakeholder voice and feedback.
- 8.3 Review of appropriate data (participation, destinations etc.).
- 8.4 Monitoring against a theory of change.