

## **Introduction**

The careers and enterprise provision at BBEC has the ambition of achieving the national “Quality in Careers Standard” - a national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning.

<http://www.qualityincareers.org.uk/>

As part of the BDAT Student Experience working party, CEIAG has been a priority for the past two years and this has also been developed and improved on the back of our strong heritage as a Business and Enterprise College.

Careers is also included in the current School Improvement Plan; a key part of the overall ambition of raising the ambitions of students. There is also an additional focus on ensuring our disadvantaged students receive access to the full core offer of CEIAG.

## **Expectations**

Every student at BBEC receives a core offer which includes the following expectations:

- to encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment,
- to develop the skills that will help them to make informed and realistic choices for their future,
- to enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations,
- to develop the skills, including communication and confidence that will be needed in new roles and situations,
- to encourage understanding and experience of the world of work through work related learning (WRL) and enterprise activities,
- to promote equality of opportunity in respect of race, religion, gender and special needs or disabilities,
- to develop students’ capabilities and their understanding of their own needs and abilities,

- to encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities,
- to encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively,
- to provide access to a range of activities that inspire young people including: employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

### **Entitlement**

All students at BBEC should expect the following:

- to be told about key people who can help with education, career and any other personal, health or financial problems,
- to get information on the guarantee of an offer of further learning at key points,
- to know how to access information,
- to be told about financial help they can get to stay in education (eg bursaries/student loans/grants),
- to know where to get help after 19 years of age (24 years if they have a disability),
- to be given opportunities to get involved in planning and improving information and advice services.

Help should:

- be quickly and easily available,
- respect individual needs,
- be confidential,
- instil confidence in order to plan the next step,
- be impartial and all relevant options should be considered,

- signpost the National Careers Service and local websites where appropriate,
- be located in a central part of school (Careers Library) and accessible to all students/CEIAG team & relevant staff.

### Tracking and Monitoring of the Core Offer

The delivery of our core offer is tracked, monitored and analysed using our powerful Grofar software system:

<https://grofar.com/>

CEIAG provision is mapped against the Gatsby Benchmarks which provides a nationally recognised framework of eight guidelines which are all attributes of the best careers provision in schools and colleges.

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>

Every single student at BBEC has a core offer mapped against the 8 Gatsby Benchmarks. The core offers are shown below:

Year	1	2	3	4	5	6	7	8
7	Career Programme	Labour Market Information	Addressing Individual Needs	Curriculum Links	Encounters with Employers	Work Experience	Encounters with FE and HE	Information and Guidance
Aut 1			Baseline Assessment Enterprise Week					
Aut 2	Careers Week	Careers Week	Careers Week	Careers Week	Mycro Tyco Careers Week		Careers Week	Careers Week
Spr 1		RAF Roadshow		RAF Roadshow	Mycro Tyco RAF Roadshow		University Passport	RAF Roadshow
Spr 2			Enterprise Week	Science Week			University Passport	
Sum 1		Careers Week		Careers Week	Careers Week		University Passport & Careers Week	
Sum 2							University Passport	





Year 12	1	2	3	4	5	6	7	8
	Career Programme	Labour Market Information	Addressing Individual Needs	Curriculum Links	Encounters with Employers	Work Experience	Encounters with FE and HE	Information and Guidance
Aut 1	Enhancement Programme Launch	Career Ready Programme Launch	Induction programme				Enhancement Programme	Careers/IAG interviews
Aut 2	Careers Assembly	Aspiration Evening	Aspiration Evening	Armed Forces speaker	Young Investors, Armed Forces workshop & Aspiration Evening		Aspiration Evening	UoB personal Statements
Spr 1					Law workshop Young Investors		Career Ready Programme	
Spr 2			Enterprise Week Career Ready Programme	Science Week	NHS workshop Police workshop			
Sum 1						WEX		
Sum 2						Career Ready Paid Internships	UCAS fair	

Year 13	1	2	3	4	5	6	7	8
	Career Programme	Labour Market Information	Addressing Individual Needs	Curriculum Links	Encounters with Employers	Work Experience	Encounters with FE and HE	Information and Guidance
Aut 1			Career Ready Programme					Careers/IAG interviews
Aut 2	Careers Assembly	Aspiration Evening	Aspiration Evening		Young Investors & Aspiration Evening		Aspiration Evening	UCAS fair
Spr 1					Law workshop Young Investors			Careers/IAG interviews
Spr 2			Apprenticeship application support	Science Week	NHS workshop Police workshop			
Sum 1								
Sum 2						WEX		

More information about these provisions is included in the Key Stage 3, 4 and 5 pages.

Students also keep a record of their core offer using the following page in their planners:

**The Gatsby Benchmarks**

**My Career Plan 2018-2019**

1 My School Careers Programme

2 My opportunities for study or work

3 My plans, decisions and development

4 My learning about work in lessons

5 Investigating working life

6 My experience of workplaces

7 My future study options

8 My plans

**Events**

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After each careers or enterprise provision the event and date are recorded in the relevant Gatsby Benchmark area. Where students miss a provision this is identified on Grofar and interventions implemented.



At post-16 we also strive for zero NEET figures and the table below shows the destination data for our 57 post-16 students in summer 2018:

<b>Higher Education</b>	<b>Apprenticeship</b>	<b>Gap Year</b>	<b>Employment</b>	<b>Unconfirmed</b>
<b>39</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>6</b>
<b>68%</b>	<b>12%</b>	<b>2%</b>	<b>11%</b>	<b>7%</b>

We will publish our 2018 NEET data for 16 year olds leaving with level 2 qualifications as soon as they are available.

### **Cross-curricular links**

These are made with all departments and enhanced by WRL/enterprise activities. All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation. The school actively promotes innovative, personalised learning approaches in order to raise aspirations and to break down cultural and economic barriers in order to fulfil potential. Provision for Learners with Learning Difficulties and/or Disability (LLDD) are made with the support and guidance of the SENDCo to ensure that equal opportunities and inclusion are addressed.

Learning support staff support identified students and suitable material is provided. The careers resource area also has appropriate differentiated material.

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the\\_s\\_end\\_gatsby\\_benchmark\\_toolkit\\_v2.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_s_end_gatsby_benchmark_toolkit_v2.pdf)

### **Further Policy and Legislation**

This policy is constantly being updated to meet required legislation from both the DfE and government organisations, our own BDAT legislation and current thinking in Careers Educations & Guidance (CEG) and Information, Advice & Guidance (IAG) and Quality Standards (QiCS). Our policy was thoroughly reviewed in summer 2018 and will receive annual reviews.

Our Careers Action Plan fully integrates and supports our school improvement plan and has a number of key foci around aspirations, with considerable additionality for our students from disadvantaged backgrounds.

Statutory guidance requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13 (Jan 2018): this is delivered by Mrs Rhys-Hill. This policy also outlines some general principles of Careers Education Information and Guidance (CEIAG):

- CEIAG should help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles,
- Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life,
- All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take. Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development,
- The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. It encompasses all aspects of school life and all staff who are involved in the personal, social and emotional well-being of the young person. This adheres to the DfE *Careers guidance and access for education and training providers*, October 2018 document.

Updated 19.10.18

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Next review date: December 2019