



Purpose of this statement	To detail the careers procedure for Buttershaw Business and Enterprise College
Dated	January 2019
Contact	Joe Ryan

Aim

The Government's careers strategy explains 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 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.

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 aim 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. Students record the core offer within their planners using the following system. 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.

The Gatsby Benchmarks

My Career Plan
2018-2019

Events

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Resources

Students, parents/carers can access careers resources through many sources:

- Buttershaw.net/moodle, which has a dedicated careers section supporting all aspects of the careers programme,
- Grofar student pages provide a wealth of personalised information, often bespoke to the career pathways and aspirations of the student,
- <https://grofar.com/>
- Dedicated career sections in our school library and on our career noticeboards,
- Staff CPD also plays a key part in delivery as our staff are key points of career information and guidance. Our team delivers training and input to a range of teams.

Destination Data

BBEC has the ambition to ensure that no student leaves BBEC not in education, employment or training (NEET). To date our NEET figures have been outstanding with our students taking summer examinations in 2016 being only 0.8% NEET, whilst those in 2017 were 1% NEET. Our ambition is to reduce this to zero in our NEET figure for our 2018-2019 academic year.

	BBEC	College	Other Sixth Form	Apprenticeship	Employment	NEET	STEM Boys	STEM Girls
PP	18	62	2	3	1	1	12	11
Non-PPE	43	60	9	11	2	1	26	13
	29%	57%	5%	7%	1%	1%		
Total	213							

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:

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

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_send_gatsby_benchmark_toolkit_v2.pdf

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