

THE BOLSOVER SCHOOL

*Nothing but the best*



# Career Education, Information, Advice and Guidance Policy (CEIAG) KS3 & 4

(Including Provider Access Statement)

|                 |                     |
|-----------------|---------------------|
| Approving Body: | Local Academy Board |
| Date Approved:  | March 2024          |
| Review Date:    | March 2025          |

## Glossary of Terms and abbreviations

|        |  |
|--------|--|
| DfE    | Department for Education   |
| FE     | Further Education  |
| HE     | Higher Education   |
| DANCOP | Derbyshire and Nottinghamshire Collaborative Outreach Programme  |
| HEPP   | Higher Education Progression Partnership (Sheffield City Region) |
| PD     | Personal Development   |
| SEND   | Specials Educational Needs and Disabilities                      |
| NEET   | Not in Education, Employment or Training                         |
| CPD    | Continued Professional Development                               |
| SLT    | Senior Leadership Team   |
| D2N2   | Derbyshire & Nottinghamshire Local Enterprise Partnership        |
| CDI    | Career Development Institute                                     |
| DEBP   | Derbyshire Education Business Partnership                        |
| PP     | Pupil Premium  |
| LAC    | Looked After Child   |

### Introduction

The Bolsover School is a mixed secondary school located in Bolsover in the English county of Derbyshire. The school was converted to academy status on 1 October 2012 and the school joined the Redhill Academy Trust on 1 February 2018.

The Bolsover School aims to help all students to fulfil their potential and experience success through an educational environment which responds to individual need and stimulates, inspires, nurtures and challenges each and every student.

The CEIAG programme has three components- Information, advice and guidance. They are interrelated and depend on each other for their effectiveness. Each is required to support and complement the other.

IAG Definitions used for the purposes of this policy:

#### **Information:**

The provision of accurate, up-to-date, objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice and how to access it.

#### **Advice:**

The provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation.

#### **Guidance:**

The provision of impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

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## **Aim**

The Bolsover School provides learners with the key skills to be effective in school and later in life. We are committed to providing a planned programme of careers education, information, advice and guidance (CEIAG) for the students in years 7-11.

We aim to ensure all our students:

- develop the skills required to review achievements, plan future actions, make decisions and handle the transition process to life beyond secondary school, i.e., FE and HE, and the world of work
- develop the knowledge and confidence to make career choices which are suitable and ambitious
- develop an understanding of the world of work and how to respond to changes in today's workplace
- develop research skills to fully utilise career information, advice and guidance
- are provided with well-rounded experiences which inspire and motivate them to develop their aspirations.

This policy outlines how The Bolsover School is meeting statutory duties for Careers Guidance and access for education and training providers.

## **Statutory Requirements**

The Careers Education and Guidance programme at The Bolsover School meets the following statutory requirements:

- ✓ The 'Provider Access Legislation' January 2023
- ✓ Careers guidance and access for education and training providers- September 2022
- ✓ OFSTED School Inspection Handbook (updated June 2021)
- ✓ New Career Development Framework –CDI- April 2021
- ✓ OFSTED Inspection Framework - 2019
- ✓ The Good Career Guidance Report- Reaching The Gatsby Benchmarks- April 2018
- ✓ Careers Guidance and Access for Education and Training Providers –DfE Oct 2018

*Note: Provider Access, in line with the statutory guidance and access for providers, we welcome visits from FE and HE institutions, post-16 Training Providers, employers, and UTC's to ensure students are aware of the wide range of progression routes available at 14 and 16 yrs.*

The programme has been externally validated through the achievement of Career Mark (Quality in Careers Award). The award is for a period of up to 2 years, expiring at the latest on 14th May 2025.

## **Commitment**

In line with point 18 of the Statutory Guidance, a member of the governing body is the CEIAG link, and they have been overseeing CEIAG in school since November 2015. This policy is developed and reviewed annually through discussions with Governors, Senior Leadership Team and teaching staff. It is underpinned by the school's policies for Teaching and Learning, Assessment, Recording and Reporting.

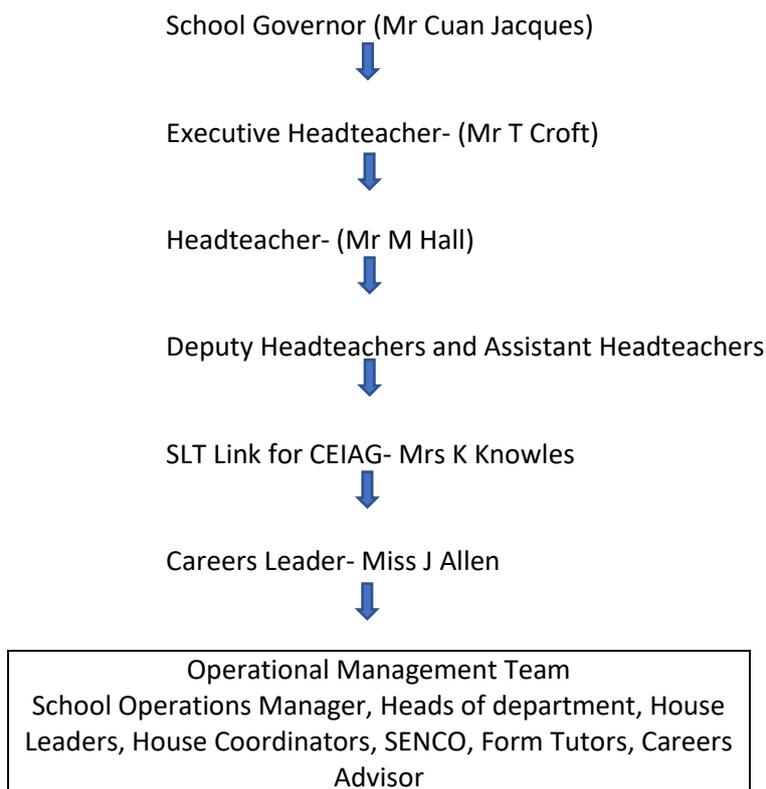
## **Management and Co-ordination**

CEIAG is a whole school responsibility but is managed, coordinated and delivered in the following way:

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## Key personnel



The school Governors and Senior Leadership Team are fully committed to CEIAG and this is demonstrated in the following ways:

- A fulltime, qualified careers Adviser is employed by the school.
- SLT Link, and link governor for careers.
- Careers Leader, Miss J Allen, with responsibility for the delivery of the school careers programme.
- A dedicated careers meeting room for 1:1 guidance interviews and student interventions.
- A dedicated section of the website with links to relevant and up to date careers information.
- The school purchases the Xello careers software, accessible to all students and staff.
- Careers related information displayed in every department within school.
- Distinctive careers logo.
- Dedicated Careers Champions in each faculty (teaching staff)
- E2E Passport- Year 7
- Career Mark Accreditation (<https://complete-careers.com/>)
- Access to a school minibus

## Collaboration

The following networks support and inform the CEIAG programme in The Bolsover School:

- Chesterfield and North Derbyshire Learning Community
- D2N2 Local Enterprise Partnership (LEP)

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- DANCOP – National Collaborative Outreach programme supporting activities to raise aspirations and achievement. The Bolsover School have approx. 72% of students who fall into DANCOP target postcodes
- Other Higher Education outreach programmes; Access to Sheffield- University of Sheffield
- Redhill Academy Trust Careers forum.
- Other partners include, National Citizenship Service, Barclays Life Skills, Local & National employers, Local FE Colleges, Training providers, AMRC, HEPP, ASK, Teach First, East Midlands Chamber of Commerce, Speakers for Schools, Medical Mavericks, DEBP.
- Employer partnerships- Jaguar Land Rover. Rolls-Royce, Mortgage 1<sup>st</sup>, Rider Levett Bucknall, Fraser Group.

### **Learner Entitlement**

All students are entitled to be fully involved in an effective CEIAG programme and understand the process in order to achieve their potential in school and beyond, and to make successful educational choices and post-16 transitions. They will have the opportunity to:

- Access to up-to-date unbiased information on different careers, colleges, sixth forms, training programmes and employment opportunities.
- Request an individual guidance interview by appointment, the adviser will generate a personalised career action plan.
- Understand their rights and responsibilities.
- Be empowered to make their own well- informed decisions through impartial information, advice and guidance.
- Learn about the world of work.

The delivery of this entitlement is underpinned by the following values:

Impartiality, confidentiality, ownership by the young person, promotion of equality of opportunity, transparency, and accessibility.

### **Delivery of entitlement**

CEIAG takes place as part of 1:1 career guidance interviews, enrichment days, assemblies, external visits to local providers, careers trips, employers and universities, Personal Development Tutorial Programme, STEM days, mentoring scheme, parents' evenings, visiting speakers, and group work, Curriculum Plus.

### **Selected students receive additional targeted/tailored support, which include:**

SEND- visits to specialist post-16 providers, events to support smooth transition to post-16 Raising Aspirations-visiting speakers, workshops, to highlight the benefits of HE/Degree Apprenticeships, visits to Russell Group Universities. Students at risk of becoming NEET- tailored support, employability workshops, repeat IAG appointments to ensure post-16 provision is secured.

### **Monitoring, Review and Evaluation**

The CEIAG programme at The Bolsover School is evaluated in a number of ways;

1. Destination Data- Analysis of annual leavers data to check the number of students attending the numerous post-16 providers- 6th forms/ colleges, small training providers, and specialist provision. We also assess this data to ensure students are progressing on to appropriate levels of FE.

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2. NEET Figures- the figures are usually very favourable, suitable and appropriate destinations for all, including PP, LAC, vulnerable/disadvantaged students.

3. Quality assurance and learning walks undertaken by SLT to monitor teaching/PD lessons/enrichment days.

4. Employer/provider feedback following specific careers events, e.g., Year 10 Industry Day, Year 11 Post-16 Taster-day.

5. External validation via Career Mark- every two years.

6. The Careers Benchmark Tool- Compass Plus is completed bi-annually by the Careers Adviser and Careers Leader- result/recommendations feed in to the CEIAG Action Plan.

7. 1:1 Career guidance appointments are evaluated by students and the Careers & Aspirations Manager, The Redhill Academy Trust.

8. The Careers Platform Xello is used to evaluate the impact of careers activities/events.

9. On-line surveys and questionnaires using Microsoft Forms are published regularly for both staff and students in order to canvass thoughts and feelings about the careers provision and to bridge any gaps identified.

10. Class Charts- used to collate data on student experiences and careers related activities.

The Bolsover School works in partnership with Derbyshire County Council (Childrens Services) and local post-16 providers to collate data on post-16 progressions. See below NEET Data for The Bolsover School:

| Leavers/Academic Year | % NEET  |
|-----------------------|---|
| 2023                  | Awaiting data   |
| 2022                  | 3.6%  |
| 2021                  | 0%  |
| 2020                  | 0.72%<br>(NEET figures were 0.7% compared to 1.4% for the whole of Derbyshire for the 2020 cohort)  |
| 2019                  | 2.6% with Fair Access students included in the Figures.<br>1.31% without Fair Access Students included in the figures<br><br>0% if we do not include the students too ill to participate in education/training and the Fair Access students |
| 2018                  | 1.7%  |
| 2017                  | 2%  |

### Parent/Carers

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We recognise that parental influence and support is crucial in helping students to prepare for adult life, and to achieve their future goals. Information is shared regularly with parents about the careers programme, via the school website, social media, SchoolComs and school newsletters, leaflets and promotion of careers events taking place within the locality.

CEIAG is available at Parents Evenings, and parents are involved in SEND review meetings where the Careers Advisor incorporates students' future plans and pathways, career aspirations and the support available from school.

This document takes account of the following policies/ Frameworks/school documents:

- CEIAG Action plan, programme of events, framework and CEIAG Entitlement Document, Career Events Calendar
- Careers Adviser and Careers Leader Job Descriptions
- SLT Job Description
- External providers service level agreements
- The School Improvement Plan
- CDI Framework 2021

**Policy Review Cycle:**

|                        |   |
|------------------------|---|
| Updated November 2023  | ✓ |
| Updated October 2022   | ✓ |
| Updated July 2021      | ✓ |
| Updated September 2020 | ✓ |
| Updated April 2019     | ✓ |
| Updated September 2018 | ✓ |
| Updated October 2017   | ✓ |
| Updated November 2016  | ✓ |
| Updated November 2015  | ✓ |
| Updated November 2014  | ✓ |
| Created September 2013 | ✓ |

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## Careers Framework

The Redhill Academy Trust will work to ensure that all statutory duties are met for the provision of Careers Education, Advice and Guidance (CEIAG) at The Bolsover School. Provision is mapped against Gatsby Benchmarks and the April 2022 Career Development Framework. Completion of the Compass PLUS Tool shapes and improves the CEIAG offer.

| Benchmark   | Expectation  | Provision  | Actions for 2023/4  | Compass Rating<br>May 2023 |
|---|--|--|---|----------------------------|
| 1. A Stable Careers Programme                               | Every school and college should have an embedded programme of career education and guidance that is known and understood by teachers, parents, students, governors and employers.  | Our policy and programme has full support from senior leaders and is approved by governors, funding is allocated where necessary. CEIAG is delivered through a variety of activities:<br>Enrichment Days, Tutor time, assemblies, trips, theatre performances, visits to employers, universities, colleges, training providers, Personal Development Programme (PD), visiting speakers, workshops, parents evenings, National Careers Week, National Apprenticeship week and targeted activities such as workshops for more vulnerable students. | <b>Develop the holistic use of XELLO incorporating the E2E passport with Y7 only</b><br><br><i>Develop an effective CEIAG reviewing, monitoring and evaluation strategy</i><br><br><i>Evaluate the impact of our Careers service on parents and carers</i>        | 100%                       |
| 2. Learning from career and labour market information (LMI) | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.            | Students access LMI in several ways:<br>School website LMI Widget, core lessons, guidance appointments, displays around school, Careers software-Xello, PD lessons, tutor time, assemblies, parents evenings, presentations from outside providers.  | <b>Use external information and training from the Derbyshire Careers Hub to continue developing the Careers Programme</b><br><br><i>Create a sequence of CEIAG sessions to be delivered through tutorials and drop-down days against the CEIAG curriculum map</i> | 100%                       |
| 3. Addressing the needs of each student                     | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. The Careers Leader ensures that we embed equality and diversity considerations throughout. | All 1:1 Careers guidance appointments are tracked and monitored. Students are prioritised based on need and RONI criteria. All students have access to the careers platform Xello, to tailor their career planning based on individual ideas. Targeted careers interventions, E.G HEPP, DANCOP, and SEND. The Careers Adviser and Careers Leader work closely with external agencies, SENCO and DCC to best support students with additional needs and students most likely to become NEET. Targeted   | <b>Develop process for 3yr destination tracking with local authority.</b>   | 81%                        |

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|   |  |   |  |      |
|---|--|---|--|------|
|   |  | careers activities arranged for most academically able students.  |  |      |
| 4. Linking curriculum learning to careers       | ALL teachers should link curriculum learning with careers. STEAM teachers should highlight relevance of STEAM subjects for a wide range of future career paths.  | Some excellent practice in some curriculum areas, e.g. science, art, humanities. Careers trips to employer's and universities for MFL, Music Technology, Food Technology.   | <b>Relaunch and monitor the impact of the introduction of Career Management skills into the whole school curriculum.</b>   | 100% |
| 5. Encounters with employers and employees      | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the world of work.   | There are several opportunities for students to engage with employers: Year 10 Industry Day, STEAM Days, Assemblies and visiting speakers, Careers trips to employers. The school has established a new link with a new employer for 2021/22. | <b>Increase activities around, enterprise/self-employment and entrepreneurship.</b><br><br><b>Ensure we have meaningful interactions with stakeholders that directly link with our taught curriculum</b> | 75%  |
| 6. Experiences of workplaces                    | Every student should have first-hand experiences of the workplace through work visits, work shadowing and or/ work experience.   |   | Launch a programme to encourage all Y10 students to arrange an experience of the work place  | 75%  |
| 7. Encounters with further and higher education | All students should understand the full range of learning opportunities available to them. This should include academic, technical and vocational routes in to learning in schools, colleges, universities and the workplace.              | Access arrangements are available on the school website. A range of providers are invited in to school, and students are also taken out on visits to several providers.   | <b>Microsoft Forms (student surveys) will be used to measure the impact of encounters with HE and FE providers.</b>  | 100% |
| 8. Personal Guidance                            | Every student should have the opportunity for a career guidance interview with an adviser who is trained to the appropriate level. Career guidance appointments should be made available at key stages in a students' educational journey. | A full time careers adviser is employed by the school, who is working towards the Level 6 Career Guidance Qualification. All students will have had a 1:1 guidance appointment before they leave in Year 11.                                  |  | 100% |