



Blaise High School Careers Policy

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Mission statement

At Blaise High School, success is not just measured by academic achievement but by the character and ambition of an individual.

The aim of our Careers Education, Advice and Guidance (CEIAG) programme is to have every child in our care equipped with the knowledge, skills and experience to make ambitious and informed choices about their future career pathways. We aim to provide students with well-rounded experiences that develop the attitudes, attributes and behaviours needed for a successful transition into the world of work and which motivates students to achieve their ambitions. Social justice is at the core of our beliefs and we strive to ensure that all our students take their place as suitably qualified and responsible adults within society

Students at Blaise High School will therefore experience accurate, impartial and focussed careers information and advice through a bespoke careers programme. Taking an inclusive approach, this programme is designed to unite real world experiences with guidance from expert figures in community, industry and educational sectors. This is to ensure that students have the knowledge and understanding to manage and achieve their lifelong ambitions. The programme, which is student centred, is integrated into the whole curriculum and is based on a partnership with students and their parents/carers and with our local community.

This programme will promote equality of opportunity, inclusion and without discrimination in any form.

Statutory Guidance

The programme has been developed in line with and to meet the requirements of the Department for Education statutory "Careers guidance and access for education and training providers 2021"

DfE Careers Guidance and access for education and training providers of January 2018 references statutory duty of Section 42A of the Education Act 1997, which requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8 to Year 11.

Careers guidance secured under the duty must:

- Be presented in an impartial manner.
- Include information on the full range of post-16 education or training options, including Apprenticeships and technical education routes.
- Promote the best interests of those to whom it is given.

Blaise High School adheres to the Baker Clause and ensures that students have access to independent advice and opportunities to progress to other providers.

Gatsby Benchmarks of Good Careers Guidance (2014) which outlines that all schools must provide:

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 students, parents, teachers, governors and employers.
- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

2. Learning from career and labour market information

- 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.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

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. A school's careers programme should embed equality and diversity considerations throughout.
- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All pupils should have access to these records to support their career development
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

4. Linking curriculum learning to careers

- All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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 workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. A meaningful encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. Examples may include careers talks, careers carousels, careers fairs, mock interviews, CV workshops, mentoring, employer delivered workshops, enterprise competitions

6. Experiences of workplaces .

- Every student should have first- hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part time jobs they may have.
- High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include: workplace visits; work experience (1-2 weeks); job shadowing; career-related volunteering and social action.

7. Encounters with further and higher education

- All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
- A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment
- Blaise High School must ensure that there are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 13. Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all pupils in each year group from years 8 to 13.

8. Personal guidance

- Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an

appropriate level. These should be available whenever significant study or career choices are being made.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
- Every pupil should have opportunities for personal guidance interviews with a qualified (to level 6 or higher) careers adviser whenever significant study or career choices are being made.

Partnerships

Our curriculum provision is greatly enhanced through links with several Post-16 providers and universities (SGS college, North Bristol Post-16, City of Bristol College, St Bede's Catholic College, Redmaids High School, University of Bristol, UWE), employers, apprenticeship schemes, visiting speakers and visits to careers fairs, STEM events, Bristol Works and WECA and places of work. We strive constantly to expand and improve links with local groups and work closely with the South West Careers Hub to ensure our delivery is as up to date and as relevant as possible

Delivery and Content

CEIAG is taught within an integrated curriculum and through drop down days, assemblies and other ad hoc events. Students can also view current career opportunities on our website and in displays around the school. These are updated with information about apprenticeships, colleges, universities and career opportunities as well as an in-depth look at one career choice.

CEIAG is provided through assemblies, targeted interventions, mock interviews, enterprise events, bespoke programmes like Bristol Works and Project Ambition, college/university partnership visits and fairs, employer presentations, posters, flyers and through subject teachers with their own curriculum. Careers advice and individualised provision is also available during Academic Review Days, Parent information evenings, Options evenings and the autumn Post-16 Careers Fair. Students in Year 10 and in our Post-16 Resource Base also participate in work experience and all students at KS4 receive at least one careers interview with an impartial and independent careers advisor. Students also participate in mock interviews with employers, industry leaders and business owners from the local community. Roles such as Student Leader, Sport Leader, Ambassador and School Librarian also form part of our CEIAG delivery.

A key tool we use to deliver our careers programme is Careers Pilot. Students are able to build a portfolio of skills, seek career and educational pathways, set career goals, research opportunities in the UK and abroad as well as help write CV's and personal statements. A Careers Pilot lesson is built into our tutor time curriculum.

Monitoring, review, evaluation and development of CEIAG

The Senior Team and Assistant Headteacher who has oversight of CEIAG, review CEIAG provision annually. The governing body reviews and approves the policy on an annual basis, ensuring that it meets statutory requirements.

CEIAG is discussed in fortnightly line management meetings, example agenda being how policy is integrated into the curriculum, evaluation of trips/guests/experiences, Compass tool, upcoming opportunities/ student destinations/work experience

Feedback on the effectiveness of the CEIAG programme is sought through student surveys, school council, parent questionnaires and Governor meetings as well as destinations data. Resulting action points are then collated and used to evaluate and inform the next year's delivery.

We work in partnership with the West of England Careers Hub to track progress against Gatsby benchmarks three times per year.

This policy is supported and is underpinned by a range of key school policies, including our Inclusion Strategy, Safeguarding and Child Protection, Special Educational Needs and Disability.

Provider Access Policy Statement

This policy statement sets out Blaise High School's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

Management of provider access requests

Procedure

A provider wishing to request access should contact Christabel Brightley, Careers Lead or Nicole Cerullo, Assistant Headteacher responsible for Student Character.

Telephone: 01179030100

Email: brightleyc@blaisehighschool.co.uk or cerullon@blaisehighschool.co.uk

Access requests will always be considered in line with our Safeguarding Policy.

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers the opportunity to visit our school to speak to pupils and/or their parents/carers. We believe in a robust careers programme broadly accessible to all our year groups with key features for careers engagement:

- Guest speakers
- Enrichment opportunities which incorporate careers curriculum at all key stages

- Careers event (Year 10 and 11)
- Work Experience in Year 10
- Future Quest
- The Career Ready internship and mentoring programme
- Personal Development Curriculum as well as a range of bespoke assemblies and careers presentations.

We are particularly keen to provide the highest quality work experience and internship opportunities to our students and this is an area of great need. Please speak to our Careers Leader to identify the most suitable opportunity for you to support our school.

We have focused opportunities targeted at High Achieving and Disadvantaged students with bespoke programmes which you may also wish to consider supporting.

Premises and facilities

We have suitable presentation facilities including a large hall for year groups of up to 200 as well as fully equipped classrooms and conferencing facilities (with presentation technology) which can be booked for suitable opportunities. Please feel free to contact us directly to discuss further your requirements for events, which you have in mind.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the school reception area which is regularly updated and is accessible to all students throughout the school day and for after school activities. All students have email access and we are willing to send opportunities to targeted students.