



Our Vision

RESPONSIBILITY

RESPECT

RESILIENCE

**A shining light in our
community**

You are the light of the
world. A city on a hill

Careers Education Information Advice and Guidance (CEIAG) Policy Statement

Approved by:	Board	Date: May 2024
Last reviewed on:	May 2024	
Next review due by:	May 2025	
Related Documents	Provider Access Arrangements	
Guidance	Gatsby Benchmarks	
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Introduction

Bradford Academy offers a high quality careers advice and guidance, to support all of our learners. We are committed to providing high quality careers education and information, advice and guidance (CEIAG) for all learners in Years 7 -13 and use the Gatsby benchmarks as a guide to planning our programme. Employers, FE/HE establishments, training and apprenticeship providers are all encouraged into our school to engage with our learners throughout the year. (Further details of this are set out in our Provider Access policy). By proactively seeking to build relationships with these stakeholders we ensure our learners, and their parents and carers, the opportunity to explore all the pathways available to them at crucial points during their educational journey.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which can be found on our CEIAG pages on our school website. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously) As an academy in England, we're now required to provide and publish careers guidance. The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our CEIAG pages on our school website.

Aims and objectives

Bradford Academy's careers programme follows the principles of the Gatsby Benchmarks and focuses on

- Helping learners to understand the changing world of work by providing them clear and up to date labour market information (LMI) (Benchmark 2)
- Providing all learners with bespoke advice and opportunities timed to meet their individual needs (Benchmark 8)
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity (Benchmark 3)
- Enabling learners to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Facilitating meaningful encounters with workplaces, employers and employees (Benchmarks 5 & 6)

- Helping learners to understand the full range of opportunities available to them – both academic and vocational (Benchmark 7)
- Supporting positive transitions both Post-16 and Post-18 (Benchmarks 3 & 8)
- Ensuring learners have access to curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools (Unifrog), so that they can explore destinations that is specific and individual to themselves and at their own pace (Benchmarks 4 & 8)

The following document sets out Bradford Academy's Policy in relation to Careers Education, Information, Advice and Guidance (more commonly termed CEIAG). We look to enable all learners to realise their potential and are committed to raising aspirations. This policy is underpinned by having high expectations for all learners and exposing them to careers, training and educational opportunities across all Key Stages. Bradford Academy is committed to offering personalised and impartial careers guidance currently contracted to a local council provider, with an emphasis on working towards 'next steps' in each learner's career journey. This complies with our obligations under the Careers Guidance in Schools Regulations 2013, an amendment to the Education Act 1977 Section 42A, advice provided in the Ofsted Handbook (2016) and the Gatsby Benchmarks as set out by the Good Careers Guidance Report, Sir John Holman (2013).

Provision

The CEIAG provision Bradford Academy has set up since its inception in 2007 has seen excellent support and guidance for learners who are making transitions into their next steps. We have very low NEET figures as we help to establish viable and meaningful destinations into education, training or employment for the vast majority of our learners. The academy looks to provide experience and information about a wide range of career pathways directly from employers, local and national education establishments and local training providers. All aspects of provision actively avoid stereotyping and each year the programme of activities is developed to meet the needs of the different learners coming through and the changing landscape of employment and education. The programme is delivered through a mixture of sessions delivered by Form teachers in PSHE, Context Day activities, subject specific references through lessons and additional assemblies delivered by external agencies. There is access to information on the school website and in the academy's Learning Resource Centre, so learners can explore their options at times that suit them.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

A stable careers programme with a careers leader

Learning from career and labour market information

Addressing the needs of each pupil

Linking curriculum learning to careers

Encounters with employers and employees

Experience of workplaces

Encounters with further and higher education

Personal guidance

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Year 7 students are given an introduction to the 'Unifrog' online careers platform
- Year 7, 8 & 9 Learners will receive targeted CEIAG education through their PSHE sessions, looking at LMI and potential future careers.
- The options programme for Year 9 is designed to support them in their GCSE choices

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Year 10 have a Careers Unit as part of their PSHE programme. This covers post-16 options and accessing and using Labour Market Information.
- Year 11 have context events based on different Post 16 pathways
- Year 11 also have a mock interview experience, where they meet a local business provider for an interview and feedback session in readiness for applications to their next step destinations.
- Over the course of KS 4 all learners will have meetings with our independent careers advisor.

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- Year 12 and 13 have a Careers Unit as part of their PSHE programme. This covers post-18 options and accessing and using Labour Market Information.
- Year 12 will have a trip to different Universities.
- All Post 16 students have a mock interview experience, where they meet a local business provider for an interview and feedback session in readiness for applications to their next step destinations.
- Over the course of KS 5 all learners will have meetings with our independent careers advisor.

Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Access to our careers programme information

A summary of our school's careers programme is published on our school, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Samantha Taylor – Careers Leader & Progressions Manager s.taylor@bradfordacadmy.co.uk or telephone 01274 256789

Roles and Responsibilities

Governing Body:

The Governing Body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Designated CEIAG Governor: It is the role of the Designated CEIAG Governor to promote and be an advocate for careers education in the academy and use their links with local business and employers to help promote the activities the school are facilitating for the learners.

Executive Principal: It is the role of the Executive Principal to work with the governing body to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

SLT lead for CEIAG: The school appointed a member of the SLT to advise on and oversee the management of CEIAG and help to ensure the provision of CEIAG across the academy is appropriate and meaningful for all learners so the academy can 'address the needs of each pupil' (Gatsby Benchmark 3). They will ensure the school has an appropriate policy for CEIAG and a statement of provider access, both of which will be available on the school website. They will report to SLT on the annual careers audit to inform them how we are continuing to meet the Gatsby benchmarks and where, if anywhere, we need to improve.

Progressions Manager: The school has appointed a Progressions Manager to ensure the day-to-day organisation of CEIAG activities and whole school context days run effectively and meet the needs of the learners at Bradford Academy. They will collate evidence on a yearly basis so they can conduct an audit of careers provision and ensure the school works towards the Gatsby Benchmarks, in accordance with the DFE. They will ensure that correct procedures are followed and that all students, parents or professionals involved have fully understood the school's role and what strategies will be implemented. They will attend appropriate CEIAG leadership training and guidance conferences and disseminate information from written documents, to keep the Academy updated on the latest developments.

Prospects Advisor: The academy pays into Bradford Council's advisor service so that learners at significant stages of their educational journey can have in-depth interviews about what their plans are for their next steps. They typically work with Year 11 and Post 16 but also intervene with other learners as the need arises. They provide help in accessing other educational providers, routes into apprenticeships and traineeships.

All teachers: All teachers in school are part of the delivery of CEIAG. During Context Days they will be delivering age related information on careers, during their subject lessons. Teachers are asked to link content to potential careers discussions where possible and if the curriculum allows look to bring outside speakers in to address the learners. Teachers will be supported by both the Progressions Manager and Heads of Year to organise these events.

Monitoring, reviewing and evaluation

We will use feedback on key events, destinations data, learning outcomes and responses to student and parent surveys, as well as Compass+ evaluations, to assess the impact of the careers programme and to help identify areas for improvement. Using this information the Progressions Manager will produce a self-evaluation report against the Gatsby Benchmarks every year. This policy will be reviewed once the monitoring report has been completed so the policy can reflect the direction the academy will take to ensure the provision of CEIAG is as good as it can be.

Providers Rights of Access

In compliance with the Baker Clause (within the Technical and Further Education Act January 2018), Bradford Academy will allow access to further education providers who wish to make learners aware of the options available to them at ages 14-16, Post 16 and Post 18. The academy will attempt to accommodate all requests. We will make our assembly halls, meeting rooms, classrooms and ICT facilities available, as appropriate to the activity. The academy will also make audio visual and other specialist equipment available to support provider presentations. Providers are also welcome to leave a copy of their prospectus and other relevant literature, which will be made available by the Careers team, and where appropriate, information will be distributed to learners. All visits to the academy must comply with our safeguarding policy, which can be found on our website.

A number of opportunities, integrated into the academy's Careers Programme, will offer providers the opportunity to speak with learners and/or parents:

- Careers events and talks
- Work experience placements
- PSCE programme
- Assemblies
- Subject specific talks and workshops
- Mock interviews

Links to other policies

This policy links to the following policies

- Provider access policy statement
- Child protection policy

Contact information

If you wish to contact Bradford Academy about its CEIAG provision, please email or call Samantha Taylor – Careers Leader & Progressions Manager

s.taylor@bradfordacademy.co.uk or telephone 01274 256789