

# REACH SCHOOL



**Respectful • Employable • Aspirational  
Courageous • Happy**

**The Appropriate Provider  
for young people in the South of Birmingham**

## Careers Education, Information, Advice and Guidance Strategy

<b>Policy Details</b>	
Prepared by:	Lauren Jacques
Date reviewed:	July 2023
Approved by:	
Signature:	
Date of next review:	July 2024

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### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- GDPR Data Protection Policy
- Safeguarding and Child Protection Policy

- 1.0 School Vision
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# Careers Education, Information, Advice and Guidance Policy

## 1.0 School Vision

*“The school’s careers programme is strong. Pupils have many different experiences across Years 10 and 11. They are aware of the different routes available to them when they leave school. Last year, pupils in Year 10 were involved in a community project with a local charity to create a new flower-bed in a park. Pupils enjoy and value the various team-building and marketing workshops in which they can participate. Pupils in Year 11 benefit from a weekly ‘pathways’ lesson where they learn about writing a CV and different employability skills. The school’s recent careers fair provided pupils with a valuable opportunity to get information about their future options and to talk to local colleges and apprenticeship providers”*

OFSTED October 2022

### Our Vision

To ensure that students, regardless of need, leave REACH prepared for a successful career. Students and parents will have personal guidance to feel informed of the world of work, labour market information and knowledgeable on pathways available.

REACH School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principals document makes direct reference to developing:

*‘knowledge, skills and attributes they (REACH School students) need to lead successful and happy lives’*

1.2 At REACH school we aim to raise the standards and boost employability amongst the most vulnerable learners in South Birmingham with quality accredited pathways, and therapeutic personal development programmes. We seek to maximise the life chances of all young people by supporting students into appropriate educational and vocational post-16 settings.

1.3 CEIAG is an integral part of preparing students to be employable, active, engaged and successful citizens. We intend to improve the social mobility of our young people, develop their employability skills through the Skills Builder programme, and enhance knowledge of current labour market information whilst providing them with the access to varied career pathways, meeting the Baker Clause.

1.4 At REACH students will experience a range of encounters tailored to meet their individual needs and circumstances. This will include experience of the workplace through work related learning in Year 10 and Pathways lessons in Year 11, supported by a whole focus on employability and life skills through Life Skills lessons and Active Citizenship sessions. This cohesive plan will build to give an insight into further education and higher education establishments and opportunities for personal guidance.

1.5 REACH school has a statutory duty to adhere to the careers strategy and the statutory guidance published in January 2018 and achieved the eight GATSBY benchmarks in April 2022.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

## **2.0 Policy Scope**

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018) and Skills for jobs: lifelong learning for opportunity and growth (DfE, January 2021)

2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at REACH School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## **3.0 Objectives:**

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education

3.1.8 To provide each student with the opportunity to receive personal guidance

### 3.2 Key Strategic Objectives

Which form the 3 year Best Case CEIAG Action Plan

1	2	3	4	5
Careers and labour market information is part of everyday school life; students use quality information, advice and guidance to make informed subject and post-16 choices.	Ensure that year 11s (in particular) are exposed to the full range of pathways available, and that where there are biases towards certain pathways, these are balanced out (Baker Clause) GB 2, 3, 5, 7	Parent engagement: specifically, supporting parents to confidently support their children into successful careers (raise aspirations of students within community). GB 1, 2, 3, 7, 8.	Developing student self-confidence and self-esteem, through embedding employability skills across the whole school GB 3, 8. Link curriculum learning to careers and LMI	Prioritise working with SLT and key staff to ensure that the careers programme is responsive and effective in supporting students. Supporting staff to 'look beyond' the qualification (evidenced in MTP, future GB4 survey and Career Knowledge Survey) and to feel more confident in planning and delivery of GB4.  Including Careers Lead support, to ensure GB1 is 100% on Compass+

### 3.3 REACH pledge/promise. Learning outcomes by year, best case scenario.

REACH promise/pledge Learning Outcomes by Year.

	I have a career path and employability skills (CEIAG)	I have independent skills for life	I am a reflective and an active citizen
Year 10	I can explain what makes employees successful in different industries. I can evaluate my own skills and am working towards improving them. I can link subjects I am studying to careers. I have a meaningful encounter with an employer. I can visit colleges.	I can cook a meal safely, following a recipe. I can send and receive electronic messages. I can demonstrate leadership skills. I can keep safe online, on the roads and at work.	I can carry out first aid. I can work in a team to design, market and launch a product, to meet the needs of the local <u>labour</u> market.
Year 11	I can justify my Post 16 applications and how they link to my aspirations. I can enter an interview for jobs, colleges and apprenticeships of my choosing, with confidence, feeling prepared. I can adapt a CV and personal statement for different positions. I can apply my rights at work.	I know how to be financially stable I can budget successfully: I can furnish a flat. I go into external exams feeling confident and prepared. I can budget and cook a healthy meal for 4 people.	I can prepare for my driving test. I can make the right life choices, including relationships, finances and lifestyle choices. I can demonstrate problem solving skills.

### 3.4. Skills Builder

We began to work with Skills Builder in 2022-23 and achieved the Gold Award.

3.4.1 What:

- Students will focus on developing 8 Key Skills, using the Skills Builder Benchmark online, self-assessment tool <https://www.skillsbuilder.org/benchmark> upon induction to discover their essential skills, to identify strengths and areas for improvement.
- Targeted development though the Universal Framework will be supported in lessons to ensure students leave REACH as employable, happy, and courageous young citizens.

- Each subject’s mid term planning shows mapping of the Essential Skills, with opportunities for skills to be modelled, built on and to become a habit.
- Termly self-assessment using Benchmark.
- Rewards and recognitions will be awarded to celebrate progress along the Universal Framework as these skills are developed.
- Parents receive guidance on the language of employability and are encouraged to support the development of these Essential Skills.
- Visitors and external agencies who deliver career related activities, such as our Enterprise Advisor, work related providers and Birmingham Career Service Careers Advisor receive training on how and why we embed the Key Skills



### 3.4.2: Why:

Why we use the essential skills:

- Boosts income
- Increase job satisfaction
- Increase life satisfaction
- Positively impact on life long learning
- What are the Essential Skills?

## 4.0 School Responsibilities

4.1 REACH School has a series of statutory duties:

4.1.1 All students at the school must receive independent careers advice in Years 9 to 11

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the student

4.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 REACH School believes that good CEIAG 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 CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students 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.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be led by Lauren Jacques, but done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

## **5.0 Governor Responsibilities**

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- 5.1.1 based on the eight Gatsby Benchmarks
- 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 9 – 11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students 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.
- 6.2 All students in years 9-11 are entitled:
- 6.2.1 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;

6.2.2 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;

6.2.3 to understand how and be supported to make applications for the full range of academic and technical courses.

6.3 Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

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

7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Advisor, CEIAG Lead, and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as student and parent survey;

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The governors of REACH School will review this policy every year.



# The Gatsby Benchmarks

## Appendix 1

<p><b>1. A stable careers programme</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>▪ The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>▪ By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>▪ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>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. As outlined in the DfE’s <a href="#">‘Careers guidance and access for education and training providers’</a>.</p>	<ul style="list-style-type: none"> <li>▪ A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>▪ Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</li> <li>▪ All students should have access to these records to support their career development.</li> <li>▪ Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers.</p>	<ul style="list-style-type: none"> <li>▪ By the age of 14, every student should have had the opportunity to</li> </ul>

	STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<b>5.Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>▪ Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>
<b>6.Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>▪ By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	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.	<ul style="list-style-type: none"> <li>▪ By the age of 16, every student 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 students.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	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.	<ul style="list-style-type: none"> <li>▪ Every student should have at least one such interview by the age of 16.</li> </ul>

## REACH School Provider Access Policy statement

This policy statement sets out the school's arrangements for managing the access of providers to 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

### What are students entitled to?

Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to make applications to the full range of academic and technical courses available to them.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

### Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

### Previous providers

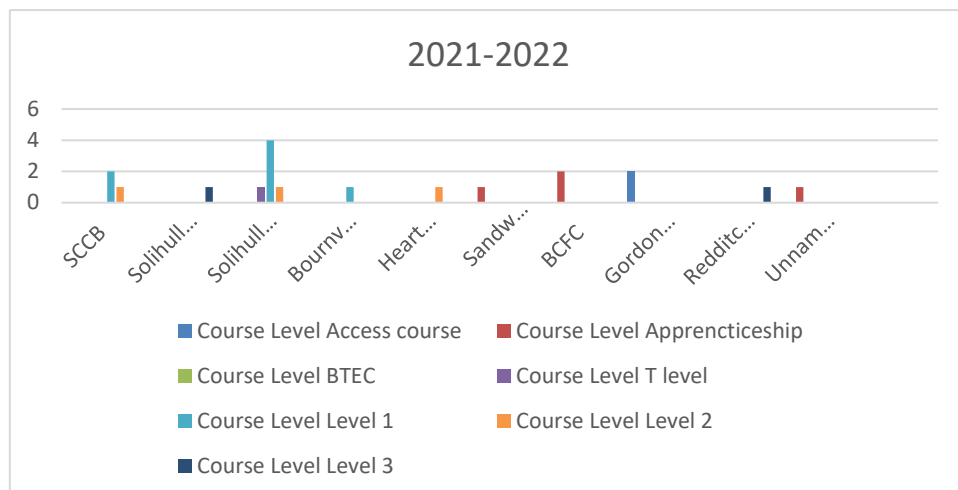
In previous terms/years we have invited the following providers from the local area to speak to our students:

- Bell Plumbing
- Commercial Director, Bell Plumbing services
- McLoughlin and Harvey,
- Aston Villa Football Club
- The NEC
- MakeUK
- GroOrganic
- Birmingham City Council

## Destinations of our students

Last year our year 11 students moved to range of providers in the local area after school:

- South and City College
- Solihull College
- Solihull Sixth Form
- Heart of England
- Bournville College
- Sandwell College
- BCFC
- Gordon Franks
- Redditch FC



## Who manages provider access requests?

Any provider wishing to request access should contact our careers leader, Lauren Jacques, on 01216758989 or via email on [Lauren.jacques@reachschool.co.uk](mailto:Lauren.jacques@reachschool.co.uk).

## What opportunities are provided to allow access to students?

The school offers the two provider encounters required by **law** and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Our annual schedule of events is as follows:

	Autumn	Spring	Summer
Year 10	Work experience Assembly about opportunities Post 16	Work experience February National Apprenticeship Week (assembly) March National Careers week (assembly)	Work experience Birmingham Careers Service one to one careers interview. <i>Education (Careers Guidance in Schools) Act 2022</i>
Year 11	Assembly about opportunities Post 16 Birmingham Careers Service one to one careers interview (and throughout the year). <i>Education (Careers Guidance in Schools) Act 2022</i> Careers Fair, College and FE focus. Meet with alumni to discuss courses, application process and levels.	February National Apprenticeship Week (assembly) March National Careers week (assembly) Apprenticeship ASK Apprenticeships A Visit to Make UK (apprenticeship and traineeships) Mock interview preparation with Enterprise Advisor	Alumni to mentor/come into school, visits to colleges/workplaces linked to offered post 16 placements.

	LMI project: local and national businesses research. Link to LMC industries.		
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**Who should providers contact to discuss events and options?**

Providers can speak to our careers leader, Lauren Jacques, to discuss possible attendance at relevant events.

Our No Platform Policy and KCSIE sets out the school’s approach to allowing providers into school to speak to our students.

**What can providers expect once a request has been accepted?**

Once we have approved a provider, we will work with them to identify the best method for providing access to our students.

We will make classrooms and private meeting rooms available to host discussions between providers and students, as appropriate to the activity. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our careers leader and a nominated member of the provider’s team.

**Can providers leave prospectuses for students to read?**

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the school receptionist

**Complaints**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

**Approval and review**

This policy statement was approved by the **governing board** on **July 2023**.

The next review will take place on **July 2024**.

Signed: \_\_\_\_\_ **Chair of governors**

Signed: \_\_\_\_\_ **Headteacher**