



Inspire Education Trust

Together we achieve, individually we grow

Careers Policy

Blue Coat CE Secondary School

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Document History

Version	Status	Date	Author	Summary Changes
		01/03/2023	M. Cheshire	<ul style="list-style-type: none">- Ethos & Value statement added Page 4- Aims and objectives amended Page 4- Careers staff updated to include responsible governor Page 6- Gatsby Benchmarks updated to include objectives Page 6- Calendar of activities updated Page 9- Monitor, review, and evaluation added Page 11

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Introduction

At Blue Coat Church of England School, our vision is “Living life in all its fullness”. We exist to equip our students to ‘live life in all its fullness’ by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity, and Servanthood, working Together for the good of all individuals, the school and wider communities.

1. Ethos and Value Statement

Blue Coat Church of England Academy has a statutory duty to secure independent careers guidance for all year 7 to 13 students as outlined by The Education Act 2011, Careers guidance and access for education and training providers July 2021, and to implement the eight Gatsby Benchmarks for Good Career Guidance. All young people regardless of their race, sex or academic abilities need a planned programme of activities to help them make decisions and plan their careers. From September 2013 The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 7-13 have access to independent, accurate and impartial information advice and guidance. Trustees and Governors recognise that to meet this statutory requirement we must ensure that the independent careers guidance provided is:

- presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships, T-Levels and vocational pathways
- promoting the best interests of the students to whom it is given

Blue Coat Church of England Academy has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our aim at Blue Coat Church of England Academy is for all students to achieve their personal best and “live life in all its fullness”. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions. A young person’s career is their pathway through learning and work and we recognise that effective career guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. We have high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which are valued by employers. This will help every young person to realise their potential and enhance their employability. so that they can go and ‘live life in all its fullness’ and grow into positive global citizens.

2. Aims and Objectives

Careers Education, Information, Advice and Guidance (CEIAG) within Blue Coat Church of England Academy helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work. CEIAG is statutory from year 7 in order to raise aspirations, challenge stereotypes and encourage ALL learners to consider a wide range of careers. All learners in Blue Coat Church of England Academy are entitled to receive a full programme of careers education, which is delivered through.

- PSHE sessions/ Drop down days
- Assemblies led by members of the school and local community
- Enrichment activities for specific subjects
- Employer encounters/ talks
- Workplace experiences
- Mock interviews for work placements
- CV writing support
- Job application support
- Access to a specialist UCAS leader for support with university applications
- Vocational Taster Days

During their time at school learners will:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make.
- Find out about different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills they may need for working life (Skills Builder)
- Make realistic, but ambitious choices about courses and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop interview skills
- Improve confidence
- Receive high quality information, advice, and guidance by a fully qualified and experienced careers advisor.

Objectives:

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions.
- To develop in students an awareness of the wide variety of education, training and career opportunities both locally and nationally.
- To provide appropriate guidance, up-to-date information and a range of opportunities to support students' development at key points throughout their education.
- To foster links between the Trust, local businesses and further/higher education establishments.
- To enable students to experience the world of work and develop transferable skills.

- To ensure that wherever possible, all young people leave school to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, celebrate diversity, challenge stereotypes, and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or pupil premium students receive it.
- To ensure any independent careers guidance given is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- To give information on the range of education or training options, including apprenticeships and technical education routes.
- To ensure all guidance given will promote the best interests of the pupils to whom it is given.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- To ensure there is a policy statement in place setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed.
- To develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- To be based on the Gatsby Benchmarks for Good Career Guidance
- To be weaved and embedded into subjects across the Curriculum.

3. Careers staff

Mrs G Hathaway- Assistant Head – g.hathaway@bluecoatschool.com

Mrs M Cheshire – Careers Lead/Advisor – M.Cheshire@bluecoatschool.com

Mr P Merrylees – Governor - p.merrylees@bluecoatschool.com

4. The Gatsby Benchmarks

Blue Coat Church of England Academy is committed to providing a stable, structured, and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (see below) and the CDI Framework for Careers, Employability and Enterprise Education (April 2021). This is differentiated to suit the needs of each individual student. The current careers programme is delivered through a combination of methods, including weekly PSHCE lessons and additionally for all year groups through assemblies, presentations, careers open evenings, careers fairs, employer visits, and participation in events run through local partnerships and employers. The Gatsby benchmarks are not a statutory requirement but are the foundations of a successful careers program. They underpin our annual plan and allow us to ensure that we are meeting the needs of our students over the course of the academic year.

GATSBY CAREER BENCHMARKS FOR SECONDARY SCHOOLS

Benchmark	Summary
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.
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 the best use of available information.
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.
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.
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.
6 Experience 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.
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.
8 Personal guidance	Every student should have opportunities for guidance interviews with a careers 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. They should be expected for all students but should be timed to meet their individual needs.

5. Blue Coat C of E School's Gatsby Objectives for 22/23

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority, of students.
- To enable students to understand the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.

- To actively work with the Coventry & Warwickshire Careers Hub, to prioritise action points and access support.
- To actively work with an Enterprise Advisor on a strategic level to open up the school's network and develop a critical friend for careers activities.
- To ensure our Careers Strategy is fully supported by the Senior Leaderships team within the school and is approved by the Board of Governors.

6. Calendar of activities and events for CEIAG 2022/2023 (subject to change with new promotions, initiatives and events being scheduled)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
GB2 Learning from career and labour market information	<ul style="list-style-type: none"> • Introduction to the world of work (DWP) • National Apprenticeship Week 	<ul style="list-style-type: none"> • BAE systems education roadshow (RAF, RN) • National Apprenticeship Week 	<ul style="list-style-type: none"> • National Apprenticeship Week 	<ul style="list-style-type: none"> • National Apprenticeship Week • Post 16 options (DWP) 	<ul style="list-style-type: none"> • Careers Fair • Medical Mavericks • National Apprenticeship Week 	<ul style="list-style-type: none"> • Careers fair • National apprenticeship show • Coventry University Journalism event • National Apprenticeship Week 	<ul style="list-style-type: none"> • Careers fair • National apprenticeship show • Coventry University Journalism event • National Apprenticeship Week
GB3 Addressing the needs of each pupil		<ul style="list-style-type: none"> • BAE systems education roadshow (RAF, RN) 	<ul style="list-style-type: none"> • Options evening • Royal Academy of Engineering visit 	<ul style="list-style-type: none"> • Post 16 options (DWP) 	<ul style="list-style-type: none"> • ASK Apprenticeships • Options Assembly • Options parents evening 	<ul style="list-style-type: none"> • CV & interview skills workshop (DWP) • ASK Apprenticeships • BBC young reporter visit • Coventry University Journalism event • National apprenticeship show 	<ul style="list-style-type: none"> • CV & interview skills workshop (DWP) • ASK Apprenticeships • BBC young reporter visit • Coventry University Journalism event • National apprenticeship show

GB4 linking curriculum learning to careers	<ul style="list-style-type: none"> • Introduction to the world of work (DWP) 	<ul style="list-style-type: none"> • BAE systems education roadshow (RAF, RN) 	<ul style="list-style-type: none"> • Options evening • Royal Academy of Engineering visit 	<ul style="list-style-type: none"> • Post 16 options (DWP) 	<ul style="list-style-type: none"> • Medical Mavericks • Options assembly • Options parents evening 	<ul style="list-style-type: none"> • BBC young reporter visit • Coventry University Journalism event 	<ul style="list-style-type: none"> • BBC young reporter visit • Coventry University Journalism event
GB5 encounters with employers and employees	<ul style="list-style-type: none"> • Introduction and the world of work (DWP) 	<ul style="list-style-type: none"> • What's my line • BAE systems education roadshow (RAF, RN) 	<ul style="list-style-type: none"> • Royal Academy of Engineering visit 	<ul style="list-style-type: none"> • Crown prosecution BHM session • Post 16 options (DWP) 	<ul style="list-style-type: none"> • Medical Mavericks • Careers fair • Interview prep workshop (DWP) 	<ul style="list-style-type: none"> • Careers fair • BBC young reporter visit • Coventry University Journalism event 	<ul style="list-style-type: none"> • BBC young reporter visit • Coventry University Journalism event
GB6 experiences of workplaces				<ul style="list-style-type: none"> • Partnership BCS and Cadent Gas 		<ul style="list-style-type: none"> • Work experience programme • BBC young reporter visit 	<ul style="list-style-type: none"> • BBC young reporter visit
GB7 encounters with further and higher education			<ul style="list-style-type: none"> • University taster sessions 	<ul style="list-style-type: none"> • University taster sessions 	<ul style="list-style-type: none"> • Careers Fair • Coventry university • Oxbridge outreach • Coventry College application support session 	<ul style="list-style-type: none"> • Careers fair • Oxbridge outreach • Coventry University Journalism event 	<ul style="list-style-type: none"> • Careers Fair • Oxbridge outreach • Coventry University Journalism event
GB8 Personal guidance			<ul style="list-style-type: none"> • Options evening 		<ul style="list-style-type: none"> • 1-1 guidance interview • Options parents evening 	<ul style="list-style-type: none"> • 1-1 guidance interview • BBC young reporter visit 	<ul style="list-style-type: none"> • 1-1 guidance interview • BBC young reporter visit

7. Monitoring, review, and evaluation

Blue Coat Church of England Academy careers programme is delivered through PSHE lessons, morning registration time, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery. This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme. Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Compass+ tracking data
- Curriculum plans
- Destination data
- Monitoring of the quality of Careers Guidance Interviews by the Careers Leader and external quality assurance.

Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- Analysis of destination data
- Activity survey
- Destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, Careers Champions
- Student evaluations of personal guidance interviews

The effectiveness of our career's guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities, or employment. Destination data is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision. The careers policy is reviewed every two years by the Careers Lead and Senior Leaders responsible for Careers. This policy will be reviewed regularly in relation to government policy by the Careers Lead and member of the Senior Leadership Team responsible as part of the whole-school self-assessment process and will be reviewed by Trustees when any additions or amendments are made. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader.

Appendices

- (1) [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- (2) [Implementing the Gatsby benchmarks \(goodcareerguidance.org.uk\)](https://goodcareerguidance.org.uk)

Reviewed by:

Michelle Cheshire

March 2023

Next Review Date:

September 2024

Approved by Directors:

29 March 2023

Signed:



Lois Whitehouse
Headteacher



David Bermingham
Chair of Trust Board