



Boston Endeavour Academy

Careers Education, Information, Advice and Guidance Policy

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Linked policies

Arrangements for Provider Access

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, September 2023

Adopted by the Governing Body: March 2024
Review Period: 1 Year
Review Date: March 2025



1.0 School Vision

This policy provides us with a framework for meeting statutory requirements and for achieving Boston Endeavour Academy's vision of seeking to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school.

Our school is values-driven, based on our mission to be a caring and respectful family, committed to maximising the learning and development of our students, supporting them to become happy and fully-included members of their community.

The vision for our curriculum is to equip our pupils with the knowledge to thrive in the modern world. From youngest to oldest, the learning of our children is consolidated through practical application of their knowledge in our local community. It promotes access to the cultural and social capital of the area and the enrichment of our students' lives.

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, Four and Five.

2.2 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 2023)

2.3 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

2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

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

2.6 All members of staff at Boston Endeavour Academy 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 Lead.

2.7 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

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school must be given the opportunity to receive independent careers advice in Years 7 to 13.

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 and delivered in an accessible manner.

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. Section 6 and Appendix 2.

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Section 6 and Appendix 2. This policy and these arrangements must be published on the school's website and updated annually.

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 Section 3.



4.3 Boston Endeavour Academy 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 pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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 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 (eg. School Improvement Partner or Ofsted)

4.5 1.1 We recognise and meet our statutory duty to deliver Careers Education, Information, Advice and Guidance in the following ways:

- Completion of Vocational Profiles
- Work Experience both internal and external
- Employer Engagement opportunities including employer visits and workshops
- Celebration of National Careers Week
- Careers fairs attended by employers and local businesses, Further Education providers, The Department for Work and Pensions, support and advice groups and a range of local day opportunities settings.
- Attendance at short courses at the local college (where appropriate)
- Opportunities to engage in careers guidance (on a one-to-one basis or in small groups as appropriate)
- Staff training and development opportunities both internally and externally

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 pupils in Years 7 – 14.

5.3 Caroline Laken is the member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Provider Access- Please see Boston Endeavour Academy's Policy Statement on Provider Access

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 The work of the Careers Lead, Careers Advisor 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 professional, student and parent survey;

7.2.2 Feedback from external visitors to the school such as the CIT ELT 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 Boston Endeavour Academy will review this policy annually.

Approval and review

This policy is reviewed annually and was last reviewed on: *11/03/2024*

Next review: March 2025

Signed: *A. Bloodworth.*

Head teacher: Aaron Bloodworth-Flatt

Appendix 1 - The Gatsby Benchmarks

<p>1. A stable careers programme</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"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</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"> <input type="checkbox"/> 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. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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.

<p>5.Encounters with employers and employees</p>	<p>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.</p>	<p><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <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>
<p>6.Experiences of workplaces</p>	<p>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.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p><input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7.Encounters with further and higher education</p>	<p>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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <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>
<p>8.Personal guidance</p>	<p>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.</p>	<p><input type="checkbox"/> 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.</p>

Appendix 2- Policy Statement on Provider Access

Policy Statement on Provider Access

Introduction

This provider access statement sets out the 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 to 13 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

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 pupils from the provider)
- answer questions from pupils.



Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. (available at [Making it Meaningful: Benchmark 7 | CEC Resource Directory \(careersandenterprise.co.uk\)](#))

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

Previous providers

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

- **2021/2022:** The Fire Service, Nationwide, Department for Work and Pensions (DWP), local Author Rachel Armitage, PCSOs.
- **2022/2023:** Micronclean, Bakkavor, Nacro, Thera Trust, Boston College. County Care, LCC Independent Travel Training, LCC Young People's Learning Provision, Linkage, Glasshouse Farm, LCC Day Opportunities, Liaise, The Job Centre, LCC SEND Employment Officer.
- **2023/2024:** Micronclean, Bakkavor, Nacro, Thera Trust, Boston College. County Care, LCC Independent Travel Training, LCC Young People's Learning Provision, Linkage, Glasshouse Farm, Thistles Market Garden, LCC Day Opportunities, Liaise, The Job Centre, LCC SEND Employment Officers.

Destinations of our pupils

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

- 0% (no Year 11 leavers last year)

Last year our year 13 pupils moved to range of providers in the local area after school:

- 0% (no Year 13 leavers last year)

Management of provider access requests

Procedure

A provider wishing to request access should contact *Amanda Brooks, Deputy Headteacher*, amanda.brooks@bea-cit.co.uk 01205 345045. 07880 319489.

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) 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 pupils or their parents or carers.

Please speak to our Careers Leader Amanda Brooks to identify the most suitable opportunity for you.

	Autumn Term	Spring Term	Summer Term
Year 8	<p>Careers Fair- event for students, parents and carers attended by employers,</p> <p>Local colleges, day opportunities providers, Enterprise Coordinator and the SEND Careers Officer for Lincolnshire.</p> <p>Speakers for Schools- World Cup of Careers.</p>	<p>National Careers Week to be attended by local businesses and employers.</p> <p>Speakers for Schools inspirational talks.</p> <p>Workshops delivered in school by local businesses.</p> <p>DWP Employability session.</p>	<p>Meetings with careers adviser.</p> <p>The Lincolnshire Show.</p> <p>Speakers for Schools work experience.</p> <p>Workshops delivered in school by local businesses.</p>
Year 9	<p>Careers Fair- event for students, parents and carers attended by employers,</p> <p>local colleges, day opportunities providers, Enterprise Coordinator and the SEND Careers Officer for Lincolnshire.</p> <p>Speakers for Schools- World Cup of Careers.</p>	<p>National Careers Week to be attended by local businesses, college and employers.</p> <p>Speakers for Schools inspirational talks.</p> <p>Workshops delivered in school by local businesses.</p> <p>DWP Employability session.</p>	<p>No encounters- legislation requires encounters to take place by 28th of February in Year 9.</p>
Year 10	<p>Careers Fair- event for students, parents and carers attended by employers,</p> <p>Local colleges, day opportunities providers, Enterprise Coordinator and the SEND Careers Officer for Lincolnshire.</p> <p>Speakers for Schools- World Cup of Careers.</p> <p>Workshops delivered in school by local businesses.</p>	<p>National Careers Week to be attended by local businesses and employers.</p> <p>Speakers for Schools inspirational talks.</p> <p>Workshops delivered in school by local businesses.</p> <p>Workshops and mock interviews with DWP.</p> <p>DWP Employability session.</p>	<p>Meetings with careers adviser.</p> <p>Workshops and mock interviews with DWP.</p> <p>Speakers for Schools work experience.</p> <p>Workshops delivered in school by local businesses.</p>
Year 11	<p>Careers Fair- event for students, parents and carers attended by employers,</p> <p>local colleges, day opportunities providers, Enterprise</p>	<p>National Careers Week to be attended by local businesses and employers.</p> <p>Speakers for Schools inspirational talks.</p>	<p>No encounters- legislation requires encounters to take place by 28th of February in Year 9.</p>

	<p>Coordinator and the SEND Careers Officer for Lincolnshire.</p> <p>Speakers for Schools- World Cup of Careers.</p> <p>Workshops delivered in school by local businesses.</p> <p>Changemakers workshops and activities.</p>	<p>DWP workshop on apprenticeships, traineeships and T levels.</p> <p>Workshops delivered in school by local businesses.</p> <p>The Apprenticeship Support & Knowledge for schools and colleges programme (ASK programme) to inform students about Post 16 apprenticeships.</p>	<p>Confirmation of post 16 education and training destinations for all pupils.</p>
Year 12	<p>Careers Fair- event for students, parents and carers attended by employers,</p> <p>local colleges, day opportunities providers, Enterprise Coordinator and the SEND Careers Officer for Lincolnshire.</p> <p>Speakers for Schools- World Cup of Careers.</p> <p>Workshops delivered in school by local businesses.</p> <p>Changemakers workshops and activities.</p>	<p>National Careers Week to be attended by local businesses and employers.</p> <p>Changemakers workshops and activities.</p> <p>Speakers for Schools inspirational talks.</p> <p>Workshops delivered in school by local businesses.</p> <p>Boston College School Liaison Officer and Transition Officer delivering a talk on studying at Boston College.</p>	<p>Meetings with careers adviser.</p> <p>Workshops and mock interviews with DWP.</p> <p>Speakers for Schools work experience.</p> <p>Workshops delivered in school by local businesses.</p>
Year 13	<p>Careers Fair- event for students, parents and carers attended by employers,</p> <p>local colleges, day opportunities providers, Enterprise Coordinator and the SEND Careers Officer for Lincolnshire.</p> <p>Speakers for Schools- World Cup of Careers.</p> <p>Workshops delivered in school by local businesses.</p> <p>Changemakers workshops and activities.</p>	<p>National Careers Week to be attended by local businesses and employers.</p> <p>Changemakers workshops and activities.</p> <p>Speakers for Schools inspirational talks.</p> <p>Workshops delivered in school by local businesses.</p> <p>The Apprenticeship Support & Knowledge for schools and colleges programme (ASK programme) to inform students about Post 18 apprenticeships.</p>	<p>Meetings with careers adviser.</p> <p>Workshops and mock interviews with DWP.</p> <p>Speakers for Schools work experience.</p> <p>Workshops delivered in school by local businesses.</p>

Please speak to our Careers Leader to identify the most suitable opportunity for you.



Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead who will ensure that it is available to all pupils.

Complaints:

any complaints with regards to provider access can be raised following the school complaints procedure or directly with the Careers and Enterprise Company via Provider.access@careersandenterprise.co.uk

Approval and review

This policy is reviewed annually and was last reviewed on: 11/03/2024

Next review: 11/03/2025

Signed: *A. Bloodworth.*

Head teacher: Aaron Bloodworth-Flatt