



# Braidwood School

## **The Braidwood School Careers, Employability, Enterprise Education and Work Experience Policy**

### **Rationale**

Braidwood School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-14.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that Careers Education Information and Guidance (CEIAG) permeates the whole school and is of the highest possible quality.

Braidwood School has been recognised for its excellent work within careers and in 2017, the school achieved the National Award for Careers Education, Information and Guidance, from Prospects. This award recognised the high quality of provision of careers education information and guidance at the school. The school has since been advised to apply for the GOLD award.

The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes.

The policy is developed and reviewed annually through discussions with teaching staff, the Careers Advisor, pupils, parents, governors and other external partners. It is based on current good practice from the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

### **Context**

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. The Braidwood School takes this further and includes year 7 pupils in the careers programme.

Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options,
- promote the best interests of the pupils to whom it is given

The DfE on 4<sup>th</sup> December 2017 also updated its statutory careers guidance for schools. Governing Boards need to ensure that the school has published a careers programme and clear advice and guidance which meets the school's needs. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at

[www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents](http://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)

The statutory guidance for school is available at

[www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](http://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)

Baker clause – Schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships from 2nd January 2018. The DfE has issued 2 guidance documents Technical education and apprenticeships: raising awareness in schools and Example policy statement on provider access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

### **Our Vision:**

At Braidwood School we are committed to

- Raising aspirations for the future, developing ambitious, independent learners ready for employment, further education or training.
- Providing learning opportunities through an extensive range of partnerships with business and industry across the region.
- Delivering economic and business understanding through an enterprise focused curriculum.
- Equipping young adults with skills essential for lifelong learning.

### **Principles:**

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student. At Braidwood School careers education and guidance is fully integrated with work related learning which provides realistic and relevant opportunities for young people to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise. Pupils learn about work, learn from work and learn to work.

This will promote the following to all students:

- *Self-development through careers and work-related education.*  
Participation in career and work-related learning activities gives individuals valuable opportunities to discover more about themselves: who they are, how they are changing and who they could possibly become. They can also discover what inspires them, how they can be successful and what they can contribute. At Braidwood School we encourage students to assess their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them. Well-chosen and well-designed activities enable individuals to become more motivated and to take greater responsibility for their own learning, development and wellbeing.

- *Finding out about careers and the world of work*  
Self-examination and exploration of careers and the world of work are two sides of the same coin. Looking inwards and looking outwards are central to the matching process when individuals weigh up where they could fit in, what the world of work has to offer them and what they have to offer in return. Looking outwards encompasses understanding careers and career progression, gaining useful insights into work and working life, understanding business and industry, knowing about the rights and responsibilities of workers and investigating opportunities. Students explore careers through the provision of a wide range of resources: computer software, books and leaflets, posters, subject related job displays, enterprise days, and access to our school's impartial careers guidance. They experience the world of work first hand during Years 10 and 12 Work Experience Placements, work place visits, meeting external speakers from business, and involvement in the Cadbury Interview Programme as well as our strong links with local businesses. Through this extensive programme our students develop their understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.
- *Developing skills for career wellbeing and employability*  
Individuals need to acquire and develop a range of skills to manage their own careers and to prepare themselves for employment and/or self-employment. They must, for example, know how to access and make use sources of information and advice, be able to make plans and decisions and know how to follow them through. Individuals also need to be able to acquire and demonstrate the skills which will add value to an employer's business (or their own business if they are self-employed) while at the same time enabling them to release their own potential and to achieve satisfaction and success in their working lives. Knowing when and how to invest in their own learning throughout their lives can help them achieve their goals. Students also develop their ability to challenge all types of stereotyping and how to deal with prejudice and discrimination in the world of work.

### Roles and responsibilities

- All staff delivering CEIAG are accountable to the head teacher as part of their professional responsibilities in the school.
- Braidwood School has a Careers Coordinator who is also a member of the SLT. Mr P Bailey, Deputy Head Teacher, is currently the Careers Co-ordinator
- The CEIAG programme is planned, co-ordinated and evaluated by the Senior Leadership Team along with the Independent Careers Advisor. There are regular planning and evaluation meetings between the Head Teacher (Mrs K Saywood), Careers Coordinator (Mr P Bailey), Work Experience Coordinator (Mr P Bailey) and the Independent Careers Advisor, ICA (Mrs Sue Gough)
- Work Experience is planned and implemented by the Work Experience Coordinator who works closely with the Careers Coordinator and ICA.
- Trained staff deliver CEIAG activities offered in the Entitlement Statement. All other staff are responsible for teaching and giving feedback on the taught aspects of the CEIAG programme through their subjects.

- The Independent Careers Advisor is responsible for maintaining the careers information stored in the centre.
- The Independent Careers Advisor provides training and briefing sessions for staff on CEIAG.

## The 'Gatsby' Benchmarks

Braidwood School has adopted the Gatsby Benchmarks because they are judged to be an outstanding system for career guidance. <https://www.gov.uk/government/news/careers-guidance-for-modern-countryunveiled>

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance>

### Benchmark 1: A stable careers programme

- the strategic responsibility for the management of CEIAG is the Deputy Head Mr P Bailey
- The careers programme is structured and updated annually by Mr Bailey and it is published and included on the school's website.
- Delivery is through form time lessons (half hour per day), enterprise days, careers days, visits, work experience and also permeates through all school subjects
- Each student has a careers portfolio which they work through from year 7 to post 16.
- The programme is evaluated with feedback from all stakeholders. A framework for the planning, monitoring and delivery of the careers programme will be reviewed annually, using the quality standard for Careers Education and Guidance and COMPASS.\*
- Funding is allocated annually in the context of whole school priorities and particular needs for Careers Education, Information and Guidance.
- The school ensures careers is prominent in the EHCP process for every child.
- There are a large number of events and activities involving employers and other agencies throughout the year including Cadburys, BID and BDA.
- Visits to colleges and other post 16 options are arranged from year 11 onwards
- There is a careers library in school and is easily accessible to students and staff. Materials are audited annually and replaced where necessary.
- Careers software including JED, the National Careers Service App and other useful careers links are uploaded to every student's iPad and is easily accessible. These links are referred to in CEIAG lessons and used by our Independent Careers Advisor when consulting students.
- Useful links for students and parents are posted in the Careers and the Workplace pages of the Braidwood Trust School for the Deaf website.
- In house training is provided for all staff regarding CEIAG and this is delivered through whole school INSET days, staff meetings and through specifically negotiated or requested training sessions.
- The Careers Lead attends regular external careers training events and shares information with staff.

### Benchmark 2: Learning from career and labour market

- Local Market Information (LMI) is included in the careers programme and additional knowledge is provided by the Careers Adviser.

- The Careers Adviser provides independent careers guidance, including LMI to all pupils from years 7 and above.
- LMI information is shared with parents on the School's website.
- Enterprise days, careers days, visits to and from other organisations provide a wide variety of LMI
- Careers software including JED, the National Careers Service App and other useful careers links are uploaded to every student's iPad and is easily accessible. These links are referred to in CEIAG lessons and used by our Independent Careers Advisor when consulting students.

### **Benchmark 3: Addressing the needs of each pupil**

- The Careers Adviser keeps accurate records of individual careers advice and these are shared with pupils/parents/carers and the school.
- Destinations are collated by a member of the Leadership Team with the support of the Careers Adviser.
- The careers programme actively seeks to challenge stereotypical thinking and to raise aspirations.
- All work is differentiated to meet the needs of the individual using the EHCP and prior knowledge of the pupils needs.

### **Benchmark 4: Linking curriculum learning to careers**

- Careers, employability and enterprise skills are embedded with the curriculum and developed in all lessons. These develop skills which will encourage pupils to become more effective workers, within a wider range of careers. All staff are encouraged where possible to relate their subject to careers. e.g. all classrooms have displays regarding jobs related to subjects
- Form time is used to work through the student's personal careers portfolio
- All staff are expected to contribute to CEIAG through their role as form tutor, subject teachers and support staff.
- Inset training on the careers portfolio is delivered.

### **Benchmark 5: Encounters with employers and employees**

- Pupils will be provided with opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise clubs and employer talks and presentations.
- We will arrange visits for pupils to local colleges, work-based education and training providers This will assist pupils in making an informed decision about their future career.
- We will continue to develop partnerships with local colleges, apprenticeships providers, local employers and training providers.
- We work closely with organisations such as British Deaf Association and Birmingham Institute for the Deaf, they visit and offer support and services to our students and their families.

### **Benchmark 6: Experience of work places**

- Year 10 students have 2 weeks' work experience.
- Years 12, 13 and 14 students access a weekly work experience placement
- To access this placement, the students apply and undertakes an interview.
- All students in year 10 take part in job preparation and interview skills with local employers.

## **Benchmark 7: Encounters with further and higher education**

- Annual Careers day will allow each pupil/parent/carers to have a meaningful encounter with learning providers, including sixth form, colleges, local employers and apprenticeship providers.
- Extensive links with a number of colleges
- Visit to careers fair annually
- Visits to local colleges.

## **Benchmark 8: Personal guidance**

- Independent face-to-face careers guidance, to help make successful transitions, from a qualified careers adviser (qualified to at least level 6)
- School will work closely with the Local Authority through the provision of SEND support services: preparing for adulthood.
- The Careers Adviser, will provide independent careers guidance to all Year 10, 11 and Post 16 pupils, and their parents
- The Careers Adviser is available for appointments with pupils or with parents/carers and pupils.
- Support for students on making applications for post 16.

Signed by

- Head teacher

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- Deputy head

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(CEIAG Coordinator)

- Independent Careers Advisor

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- Governor

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**Date policy agreed:** June 2019

**Date policy to be reviewed:** June 2020