

Alt Bridge School



Careers Policy 2024

Reviewed by:	Mrs N Menagh / Miss O McDaid	Date: Sept 2024
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Vision

Alt Bridge School including Post 16 is an outstanding specialist provision school for pupils aged 11 to 19 years. We value every pupil and share in our determination to ensure that individuals achieve their best possible outcomes. Alt Bridge School and Post 16 have a pivotal role in preparing students for transitions into the next stage of their education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all learners' entitlement and learning.

All careers information is presented in an impartial manner, includes information on the full range of post 16, post 18 education and training options, and promotes the best interest of the learners to whom it is given.

Through a planned programmed of careers education and one to one guidance we are committed to providing the appropriate activities and experiences to enable learners to make well informed decisions and successful transitions from key stage 3 to key stage 4 and from key stage 4 to key stage 5 to Further Education, Supported Internships, Traineeships/Apprenticeships or Employment.

Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Post 16.

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. However, not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

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, September 2022)

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

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 8 to Year 11 and Post 16 for informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all years and these events will influence upon all students at the school.

All members of staff at Alt Bridge School and Post 16 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/ Advisor.

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.

Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows: (The Gatsby Benchmarks)

1. To ensure that all students at the school receive a stable careers programme
2. To enable all students to learn from Labour Market Information
3. The CEIAG programme should be individual and address the needs of each student
4. To link the curriculum learning to careers learning
5. To provide students with a series of encounters with employers and employees
6. To provide students with experiences of workplace(s)
7. To ensure that students have a series of encounters with further and higher education
8. To provide each student with the opportunity to receive personal guidance

School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice from Years 9 to 13
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 9 – 13 in order to inform them about approved technical qualifications/supported internships/apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. (Appendix 3). This policy and these arrangements must be published
- 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.

Alt Bridge School and Post 16 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.

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)

The Alt Bridge School and Post 16 Careers Team

Orla McDaid Careers Lead (CDI Registered Careers Development Professional Level 4)
John Reynolds Curriculum Lead Thriving Curriculum and Senior Careers Leader

External

Julie Jones Enterprise Co-Ordinator Careers and Enterprise Company

Governor Responsibilities

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:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

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 – 13

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Careers Link Governor is
Mrs Margaret Eccleston

Provider Access

This section of the policy 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.

All pupils in years 7 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, supported internships 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.
- Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

- 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

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The effectiveness of this policy will be measured in a variety of ways:
- Feedback from stakeholders through mechanisms such as the Alt Bridge School and Post 16 student and parent survey;
- Feedback from external visitors to the school such as Ofsted;
- 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.
- The governors of Alt Bridge School and Post 16 will review this policy every three years or when there is an updated Careers Guidance and access for education and training providers Statutory Guidance for Schools

The Gatsby Benchmarks

Appendix 1

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.	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. 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. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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 best use of available information.	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. 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>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p>
		<p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<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>	<p>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>
<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</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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>

	speakers, mentoring and enterprise schemes.	
6.Experiences 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.	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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	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. By the age of 18, all pupils who are considering applying for university should have

		<p>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>
8. Personal guidance	<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>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>

Young people with PMLD / Highly Complex Needs and using the Gatsby Benchmarks

There is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/ Highly Complex Needs.

The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact:



Benchmark 1- The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment, health, independent living, education, housing options, relationships, community



Benchmark 2 - The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs



Benchmark 3 - The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students



Benchmark 4 - The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter



Benchmark 5- The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort



Benchmark 6 - The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise



Benchmark 7 - Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted



Benchmark 8 - The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort.

Appendix 2 Careers Programme

Year 7

Careers Lessons
Use of Jobs Explorer Database
Visuals Displays
Careers Appointment with Careers Advisor available

Year 8

Careers Lessons including business visit, stereotypes
Use of Jobs Explorer Database
Visuals Displays
Careers Appointment with Careers Advisor available
Careers Fair
Work Related Skills, healthy lifestyles, safety at work
Work Related Skills, money and personal finance including handling money, budgeting and job terms such as wages and tax
Friendships

Year 9

Careers Fair
Careers Lessons within PHSE
Use of Jobs Explorer Database
Visuals Displays
Careers Guidance Interview
Employer visits

Year 10

Careers Fair
Careers Lessons within PHSE
Use of Jobs Explorer Database
Visuals Displays
Careers Guidance Interview
Employer visits and talks
World of work day
Local offer events

Year 11

Local Careers Fair
Assemblies on Apprenticeships, T Levels and Supported Internships
Attendance of Careers Advisor at Parents Evenings
Pupil Centered EHCP review includes World of Work Day
Careers Adviser Support
Employer Visits and Talks
Local Offer Event

Post 16

Local Careers Fair
Assemblies on Apprenticeships, T Levels and Supported Internships
Meet the Employee Sessions
Work Experience and/or Volunteering
Careers Lessons
College and Training Provider Visits
Pupil Centered EHCP review includes Employer Talks
Internal and external work experience opportunities

Alt Bridge School



Provider Access

Application for Provider Access

Appendix 3

Reviewed by:	Mrs N Menagh / Mr J Reynolds / Miss O McDaid	Date: Sept 2024
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Introduction

This policy statement sets out the schools arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the providers' education or training offer. This complies with the schools legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Students in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships, 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 evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.
- Have access to one-one meetings with a careers advisor.
- Pupils to have six encounters with employers from years 8-13. Two encounters for pupils during the 'first key phase' (year 8 or 9)
Two encounters for pupils during the 'second key phase' (year 10 or 11)
Two encounters for pupils during the 'third key phase' (year 12 or 13)

Management of provider access requests

Procedure

A provider wishing to request access should contact
Orla McDaid

Telephone: 0151 477 8310

Email: orla.mcdaid@altbridgeschool.com

Opportunities for access

A number of events, integrated into the school career programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. As we are a school for pupils with moderate learning difficulties, we will adapt the delivery of the providers to meet the needs of the pupils.

Please speak to our named careers leader to identify the most suitable opportunity for you.

The school policy on safeguarding (see our website: www.altbridgeschool.com) sets out the schools approach to allowing providers into school as visitors to talk to our students.

Premises and facilities:

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.