



Beckfoot
Trust

Beckfoot School

CAREERS, EDUCATION, INFORMATION,

ADVICE & GUIDANCE

LOCAL POLICY (CEIAG)



Last Updated: July 2024

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Version: 3.1

Introduction

At Beckfoot we have a strong commitment to CEIAG and futures. We are committed to providing a year 7up programme of careers and information guidance to allow students to think about, plan, reflect and refine their decision about their post 16 and post 18 options. As part of this, we aim to establish strong links with the wider community including industry experts, businesses, parents, Beckfoot alumni and charities to prepare students for life beyond Beckfoot. Our Careers Education programme is designed to meet the needs of all learners at Beckfoot. Activities are personalised to ensure progression in their career learning and development, to strengthen their motivation, aspirations and attainment, and to get them to be excited about their future.

Beckfoot recognises that it has a statutory and moral duty to provide careers education in Years 7 – 11 (1997 Education Act 2003 Regulations) and to give learners access to impartial careers information, education and guidance (1997 Education Act, 2008 Education and Skills Act). We are committed to providing a planned programme of impartial careers education, information, advice and guidance (CEIAG) for all learners in Years 7 – 11, in partnership with engaged providers; and to provide extra support as required for learners with additional needs. Beckfoot follows best practice guidance from the careers profession and from external bodies such as Ofsted.

Beckfoot have embedded the eight Gatsby Benchmarks of Good Career Guidance into our students learning experience throughout their time with us. <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school 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 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. 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 to 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.

Compass Results

Our compass evaluation results for 2023/2024 are:

1 - A stable careers programme	100%
2 - Learning from career and labour market information	100%
3 - Addressing the needs of each pupil	100%
4 - Linking curriculum learning to careers	100%
5 - Encounters with employers and employees	100%
6 - Experiences of workplaces	100%
7 - Encounters with further and higher education	95%
8 - Personal guidance	100%

Development of the Policy

The policy for CEIAG supports and is itself underpinned by a range of key policies - especially those for teaching and learning, assessment and recording achievement, PSCE, gifted and talented, looked after children and special educational needs/LLD and equal opportunities.

The policy and planning of the programme have been developed in consultation with the careers team, including the careers lead, careers officer and the level 6 personal advisor. All relevant parties have been consulted throughout this process including input from the Assistant Headteacher responsible for personal development, pastoral leads across all year groups, 6th form and the SEND Lead. It considers feedback from students and parents following event feedback and the student/parent survey. This policy is overseen by the Headteacher and is reviewed at least annually and more frequently if required. CEIAG is frequently discussed and reviewed at Senior Leadership level. The policy has been consulted with the governing body (LSC committee).

We regularly consult with our external providers, Own Futures, Ahead Partnership and the CEC throughout the year to improve and update our provision, ensuring that CEIAG is relevant, informative and matches current labour market information and the individual needs of our students. We actively seek out best practice across the country and adapt our programme accordingly.

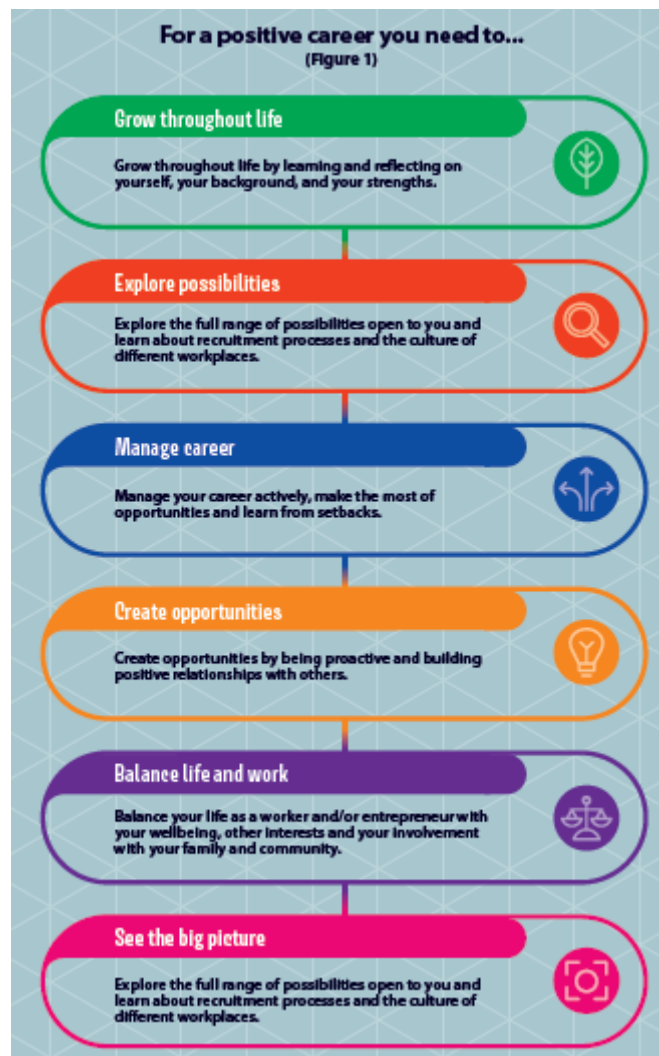
It is strongly aligned with the Beckfoot Trust vision of creating remarkable schools and supports one of the trust's key ambitions to support future-ready young people. This demonstrates a key commitment to responding to the specific needs of all learners and inspire creativity, ambition and enthusiasm for learning, ensuring that no child is left behind. Beckfoot is a learning community in which we all – staff, students and parents – share a common set of values to enjoy, to learn and to succeed.

Equality and Diversity

We constantly strive to raise aspirations through our CEIAG provision, promoting equality of opportunity, celebrating diversity and challenging stereotypes in support of the Public Sector Equality duty under Section 75. This is in line with the Trust's equality, religious and cultural needs policy and the whole school vision. This is promoted actively through our external providers and the wide range of employer encounters students have access. We take opportunities through STEM and those promoted through the CEC and our external providers. We adapt resources as necessary to suit the needs of all learners. This includes stretch and challenge, a key part of the overall trust vision, to support gifted and talented students in achieving their potential. We have strong links with Oxbridge providers, subject enrichment events and exposure to a wide variety of employers and providers.

The Career Development Framework

The Career Development Institute has undertaken extensive research and consulted with career development experts and practitioners to identify the six career development skills that people need to have positive careers. They are identified throughout our strategy. (Figure 1)



Co-ordination of CEIAG

Futures Programme Lead: Holly McLean – Oversee the careers programme including the strategy, vision and its delivery.

Careers Officer: Sarah Wilson – To support young people's career learning, planning and development by assisting with the careers IAG, organizing and delivering events.

Personal Advisor: Liz Palmer - Level 6 Post Graduate Diploma in Careers Guidance (DCG) The work closely with school's Careers Lead, to help them meet their responsibilities for the delivery of CEIAG services.

WEX Administrator: Molly Kidd – To provide administrative support for the Careers, Education, Information Advice and Guidance (IAG) team and the Work Experience programme.

The lead meets regularly with the AHT for personal development, Aieshah Ickringill, the SEND Co-ordinator, Mike Barnes, the sixth form team and pastoral leads of all year groups. The team is line managed directly by the Headteacher, Simon Wade through weekly update meetings.

The Beckfoot Futures Team are quality assured through internal and external reviews and are part of the whole school's appraisal process. This process identifies specific training needs. When whole staff careers training is required, this is delivered through whole school CPD events and sessions, online training, communication through tutor teams and via faculties. The programme is constantly reviewed and evaluated following outcomes.

Staff resources are developed centrally by the futures team, staff body and also by our external providers. They are distributed by the team to relevant members of staff in preparation for year 9 options, post 16 options, careers events and PSHCE activities.

Budget

Our careers provision is funded through a centrally managed budget and virtual funding offered through the CEC and Integrated Bradford. We also take opportunities offered free to the school through volunteer groups, local businesses and volunteers.

Activities for all Year groups

Careers Education assemblies are delivered throughout the year. Students will be given access to employers and the world of work at various points throughout the academic year and given updates on the current Labour Market.

All students will have access to our impartial Careers Education Personal Advisor throughout the school day and will be able to explore Careers and online resources in the LRC daily.

Unifrog – Students from year 9 upwards will have access to Unifrog www.unifrog.org a careers platform which brings all the available information into one single, impartial, user – friendly site which helps students make the best choices and submit the strongest applications. We encourage students to build up their profiles and explore the opportunities available as part of our tutor time programme. Individual student profiles log activities from year 9 upwards to better inform and advise students throughout their education. A fully comprehensive series of PSHCE lessons have been designed to introduce Unifrog.

PSHCE – Students in years 7-11 follow a half termly programme of Futures focused PSHCE lasting approximately 6 weeks. This is delivered annually as part of the PSHCE programme and materials have been adapted to suit all year groups. Students in sixth form follow a separate tutoring programme and have access to a wide range of lectures on various topics outside of their subject.

Student entitlement

All students in years 7 - 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, careers conventions, emailed opportunities, group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses and support with interview techniques.

Provider Access Legislation (PAL)

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the ‘first key phase’ (year 8 to 9) and two encounters for students during the ‘second key phase’ (year 10 to 11). For students 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 students 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 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 years we have invited the following providers from the local area to speak to our students or taken students to visit the providers: Keighley College/ Craven College/ Shipley College and a wide variety of providers at the Elland Road University and Apprenticeship Fair.

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 students or their parents or carers.

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

Event	Description	Careers Development Framework Link
Careers Fair	The big event of the year showcasing employers and FE/HE providers. Brought to us by Own Futures. Delivered every year with a wide variety of employers and providers showcasing opportunities. For years 9-13.	<div>Explore possibilities</div> <div>Create opportunities</div> <div>See the big picture</div> <div>Grow throughout life</div> <div>Manage career</div> <div>Balance life and work</div>
6 th Form visits	University and Apprenticeship Fair at Elland Road	<div>Manage career</div> <div>Explore possibilities</div> <div>Create opportunities</div> <div>See the big picture</div> <div>Grow throughout life</div> <div>Balance life and work</div>
Assemblies	Opportunities for all students to gain access to employers and providers exploring career options and training. Specific focus on apprenticeships and training.	<div>Manage career</div> <div>Explore possibilities</div> <div>Create opportunities</div> <div>See the big picture</div> <div>Grow throughout life</div> <div>Balance life and work</div>
6 th Form Careers focus month	Students choose which assembly sessions to attend each week, depending on their interests and ambitions in the 5 biggest employment sectors: <ul style="list-style-type: none"> Health and Social Care Retail and Hospitality Professional Services Construction Digital and Creative 	<div>Grow throughout life</div> <div>Balance life and work</div> <div>See the big picture</div> <div>Create opportunities</div> <div>Explore possibilities</div> <div>Manage career</div>
Employability Skills	Classroom sessions run with Own Futures covering Apprenticeships/Qualities/CV Writing/Interview Skills.	<div>Create opportunities</div> <div>Grow throughout life</div>
Medical Mavericks	An opportunity to explore careers in medicine	<div>See the big picture</div> <div>Manage career</div> <div>Explore possibilities</div>
Aim Higher	Classroom session run with Own Futures with input from Leeds Beckett Uni	<div>Explore possibilities</div> <div>Create opportunities</div>
Careers Panel	6 volunteers answering questions from 6 classrooms on rotation (volunteers) per hour	<div>Balance life and work</div> <div>Explore possibilities</div> <div>See the big picture</div>
Interview Practice	Students have a mock interview with an employer and dress to impress for the event.	<div>Manage career</div> <div>Explore possibilities</div> <div>Create opportunities</div> <div>See the big picture</div> <div>Grow throughout life</div> <div>Balance life and work</div>
Workplace Visits	An opportunity to visit local businesses and explore the day to day operations of a workplace.	<div>Manage career</div> <div>Explore possibilities</div> <div>Create opportunities</div> <div>Grow throughout life</div>

HE/FE Visits	Students in year 10 visit a variety of providers for the day. This includes a variety of universities, colleges and providers such as: <ul style="list-style-type: none"> - Keighley College - Shipley College - Bradford Uni - Huddersfield Uni - Leeds Beckett Uni - York St. John 	
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Events and activities are delivered in a variety of ways. For example, they are incorporated into tutor time activities which are short half hour sessions. Events involve time off timetable, this could be one hour session or a whole day activity. Visits also vary in time ranging from a morning visit to a full day activity.

We actively seek out new resources, posters, information and guidance leaflets etc. to complement our programme and enhance the information and guidance on offer to our students. These are sourced through our external providers and best practice sought out via twitter and network links.

Specific support is given to students in sixth form in preparation for their next steps including:

- Work with various universities
- Support with personal statements and UCAS applications
- Apprenticeship session by Linda Beever advice
- Mock interviews
- Career specific tasters eg. Dentistry, law
- Student finance and budgeting sessions
- Sutton Trust information shared
- Email communication about open days, conferences, webinars, courses etc.

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 any 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 students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the careers team which we will make available in the careers section of the LRC.

Safeguarding

All visitors on site will follow the school's safeguarding procedures. They will sign in at reception. If they are given a red lanyard, they will be accompanied throughout the day in line with the school's policy for safeguarding.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with the careers lead: hmclean01@beckfoot.org.

Parents/Carers

If parents are keen to get involved or wish to feedback about our provision, please contact Sarah Wilson swilson01@beckfoot.org or Holly McLean hmclean01@beckfoot.org

We keep in touch regularly throughout the year through regular updates on twitter, our comprehensive website, newsletters sent home and text communication. We will also be available at key parents evenings such as year 9 options and our post-16 open evening. Our website is promoted through twitter, texts, newsletters and parents evenings.

Twitter: <https://twitter.com/BeckfootFutures>

School Website: <https://www.beckfoot.org/curriculum/future-ready/>

Evaluation

External Measures – We recently undertook the careers standard award and achieved outstanding in all areas following a full inspection of CEIAG. We are an affiliate school member of the Careers Development Institute and were shortlisted in 2023 for the best pre-16 careers programme. To assess the careers programme's impact on students, we complete regular compass evaluations (October and April) to assess our performance against all Gatsby measures. This is backed up through our annual NEET figure, students and parental feedback and participation and engagement feedback following careers appointments, events and visits.



Student Voice – It is our aim to continue to develop our BSL Futures Group, seeking support with reviewing resources, marketing of careers and adapting our programme following students' evaluations. As part of this, we will be using sixth form ambassadors to support our major event, the careers fair and to talk to year 11 classes about transition to sixth form during our PSHCE programme. We conduct a student (and staff) evaluation following each event which is analysed and used to make further improvements to our programme.

Parental Engagement – We promote engagement through our termly newsletter, twitter posts, our website, texts home and through availability at Parent's Evenings and Open Evenings. This continues to be high priority.

Destinations

Destination figures for our year 11 cohort 2023 are outlined below.

Destination	Beckfoot School 2020 - 2021	Bradford District 2020 - 2021	Beckfoot School 2021 - 2022	Bradford District 2021 - 2022	Beckfoot School 2022 - 2023	Bradford District 2022 - 2023
School: Year 12 (All schools)	49.3%	37.9%	45.1%	35.0%	46.8%	34%
College: Further Education	45%	52%	50.8%	55.8%	47.2%	56.9%
Moved out of Area: In Education	0.7%	1.2%	0%	1.0%	0%	0.8%
Apprenticeship (Employed Status)	3.2%	3%	3.8%	2.4%	4.5%	2.3%
Employed with Other Training	0.4%	0.1%	0.4%	0.2%	0%	0.2%
Training	0%	1.6%	0%	2.4%	0%	2.1%
Not known	0%	1.6%	0%	1.2%	0%	0.7%
Employed no training	0.7%	0.9%	0%	0.9%	0.4%	1.0%
NEET	0.7%	1.6%	0%	1.2%	1.1%	2%

Destination figures for our year 13 cohort 2023 are outlined below.

Destination	Beckfoot School 2020 - 2021	Bradford District 2020 - 2021	Beckfoot School 2021 - 2022*	Bradford District 2021 - 2022	Beckfoot School 2022 - 2023	Bradford District 2022 - 2023
Higher Education	87.2%	55.7%	79.7%	67%	76.6%	66.5%
College	1.4%	4%	0.7%	5.4%	4.3%	6.7%
Apprenticeship	4.7%	3.4%	5.9%	3.8%	4.3%	3.6%
Employed no training	5.4%	4.9%	0%	4.9%	7.8%	6.5%
Employed with training	0%	0.9%	11.1%	1.6%	1.4%	2.7%
Not known	0.7%	17.4%	0%	5.9%	0%	2.4%
Moved	0%	0.1%	0.7%	0.5%	0.7%	0.3%
Sixth Form	0%	11.2%	0.7%	8.6%	2.1%	9.1%
Training	0%	1.1%	0%	0.6%	0%	1.3%
NEET	0.7%	1.2%	1.3%	1.7%	2.8%	0.9%

External Providers

We work closely with two main providers; Own Futures and Ahead Partnership who offer our major events such as the careers convention and interview practice. Our programme is also supported by various Further and Higher Education providers and providers such as Business in the Community. We maintain relationships with providers through regular phone calls, emails and where possible face-to-face meetings.

The CEC provides additional support and opportunities. <https://www.careersandenterprise.co.uk/>
We have an assigned link and attend regular meetings. We also take up opportunities offered by local businesses such as assemblies (Shoo Shoo Media), workplace visits and small workshops. Our Enterprise Co-ordinator from Hays Recruitment supports our programme.

We welcome further opportunities from local employers and community links. Please contact Sarah Wilson, Careers Officer. Telephone: 01274 771444, email: swilson01@beckfoot.org

Management of provider access requests

Beckfoot requests a provider wishing to request access should contact Sarah Wilson, Careers Officer
Telephone: 01274 771444, email: swilson01@beckfoot.org

The school will make the main hall, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

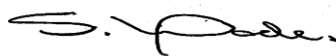
We welcome feedback and suggestions from parents/carers on any aspect of the CEIAG programme to the CEIAG Lead (Holly McLean: hmclean01@beckfoot.org Telephone: 01274 771444) or the Careers Officer (Sarah Wilson: swilson01@beckfoot.org Telephone: 01274 771444). Feedback is also sought using work experience diaries and the process of annual review and target setting. Students assess Wider Learning Days and any provision by employers/external agencies and speakers. Systematic planned evaluation takes place on a rolling basis. This involves all parties and builds on assessment of learning as detailed above.

Approval and review

Updated July 2024

Next review: July 2025

Signed: Simon Wade, Headteacher



Signed: Chair of LSC

Joanne Reynard