

# Build-a-Future

Main Road, West Ashby, Horncastle, Lincolnshire, LN9 5PT 01507 524015

## Careers Education, Advice, Information & Guidance Procedures



The following procedures should be used in conjunction with the DfE (2017) 'Careers guidance and inspiration in schools' statutory guidance.

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Applicable To:	Build-a-Future
Committee:	Valuing Learners
Approved By Headteacher	September 2018
Review Cycle:	Biennially
Date of Next Review:	September 2020
Related Policies & Procedures:	Equal Opportunities Policy Special Educational Needs Policy Recruitment Procedures (Safer Recruitment) Safeguarding & Child Protection Policy

### Purpose:

Build-a-Future (BAF) aims to raise aspirations, challenge stereotypes and encourage learners to consider a wide range of careers. Through careers education and guidance, it is hoped that learners will be encouraged to make the most of their talents and go on to jobs or courses which suit their needs.

We intend our learners to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop the aspirations and motivation to underpin their academic, personal and career development.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and confidently, and cope with change and transition.

### Responsibility:

The responsibility for Careers Education and Guidance comes under the jurisdiction of the Careers, Education, Information, Advice & Guidance Leader (CEIAG Lead) and a nominated member of BAF. The role and support for it should be reviewed annually in the light of changes occurring within the field of guidance and work-related awareness.

The statutory duty requires all Academies to ensure that all registered learners at the school are provided with independent external professional careers guidance from year 8 (12-13-year olds) to year 13 (17-18 year olds).

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Much careers advice and information is delivered through subjects by teachers and tutors and CEIAG is therefore an important element in the CPD/training of all teaching staff.

### Application & Strategy

Each BAF must ensure that the independent careers guidance provided is fully supported by members of the Leadership team and:

- Is presented in an impartial manner.
- Is in the best interests of the learners to whom it is given.
- Includes information on the full range of education or training options, including apprenticeships and other vocational pathways.

Each BAF should have a strategy for CEIAG which adheres to the following principles:

- Provide access to a range of activities that inspire young people.
- Build strong links with employers.
- Offer a range of experiences to prepare learners for the world of work.
- Ensure good quality advice on KS4, post-16 and post-18 pathways to learners.
- Provide face-to-face advice and guidance through a varied careers programme.
- Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16 (NEET), and the services that are available to support them.
- Provide information to learners about the financial support that may be available to help them stay in education post-16 and post-18.
- Ensure that learners are aware of out of school opportunities that could help them with their careers aspirations.
- Stress the vital importance and powerful market value of a good GCSE in maths and English.
- Learners understand that a growing range of career choices require a good foundation within STEM subjects.

### Monitoring, evaluation and review

Each BAF should monitor, evaluate and review their provision each year. The CEIAG Lead and nominated member of the BAF Council should report annually to BAF, reviewing outcomes in the light of the current CEIAG Strategy and Procedure and seeking approval of any changes for the forthcoming year.

Monitoring could include destinations measures data, learner surveys, parental and staff feedback and bench mark tools (such as the Gatsby Benchmark). External Quality Assessment, and preparation for this, can also identify strengths and weaknesses in provision.

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