



GREAT BALLARD

Careers Policy

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<i>Date of review</i>		<i>Autumn 2025</i>
<i>Date of next review</i>		<i>Autumn 2026</i>
<i>Policy Manager</i>		<i>Senior Deputy</i>
<i>Review Cycle</i>		<i>Annually</i>
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Statement of Intent

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 7-11. Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), the Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); updated Statutory guidance (October 2018) as well as guidelines from ISI, the Career Development Institute and the Gatsby benchmarks for good career guidance.

1.0 Aims of the Policy

Great Ballard School is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Inspire young people about their future prospects
- Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
- Enable students to make realistic and well-informed career decisions and transitions
- Equip students with the employability skills and study skills they need to succeed beyond school life
- Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
- To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts
- To provide CEIAG in partnership with students themselves, their parents / carers and our chosen professional and community partners.

2.0 Whole-School Principles

2.1 The general principles use the Gatsby Benchmark: a framework outlining the best careers provision in schools and colleges, the school's Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across Years 7-11, these guidelines are also embedded within curriculum and enrichment activities.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states: "A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment."

The eight Gatsby Benchmarks are:

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 pupils, parents, teachers and employers.

2. Learning from labour market information - Every pupil, 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 pupil - Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning - All teachers should link curriculum learning with careers. to careers For example, 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 pupil 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 pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience (virtual or in reality) to help their exploration of career opportunities, and expand their networks

7. Encounters with further and higher education - All pupils 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 pupil should have opportunities for guidance interviews with a career's 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. They should be expected for all pupils but should be timed to meet their individual needs

2.2 Leadership and management

Leaders will ensure coherence and the quality delivery of CEIAG, leadership and management are secured through the PD coordinator who plans and co-ordinates the day-to-day delivery of the careers programme and works closely with the Deputy Head Pastoral and the Senior Tutor team.

2.3 Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by form tutors through the personal development and PSHE programme. The CEIAG programme is planned, monitored and evaluated by the career's coordinator in consultation with appropriate members of staff including staff across all three key stages.

3.0 Curriculum & Delivery

3.1 Provision

Great Ballard School is committed to providing a planned programme of CEIAG for all pupils and students in Years 7-11 in partnership with independent and impartial guidance services provided.

Great Ballard School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

The School will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. This includes targeted work for SEND funded students at KS4 alongside the local authority. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

We believe that skills for careers and employability should start in Year 7 and so we have introduced a Careers Talks programme throughout the year, which complements our work on enterprise.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, ISI and other agencies as appropriate.

3.2 Curriculum

The careers programme for each year group is constructed around taught careers education, assemblies, events (such as the Careers Week), work-related learning, online and printed information, personal tutoring, group work and individual interviews. Careers is embedded through the formal taught academic curriculum where appropriate. The school use Morrisby profiling so that senior students can use their careers information to inform their future schools plans – this begins in Year 10.

MONITORING, REVIEW AND EVALUATION

The annual PD development plan It is reviewed termly by the PD coordinator and annually by the senior leadership team. Aspects of the programme are regularly evaluated by students.

The Gatsby Benchmarks for CEIAG will be used to identify desirable improvements.

Links with other policies

The policy for CEIAG is related specifically to our policies for Curriculum, Assessment, Equality, Go Beyond, PSHE and the SEND Policy.