



GLEBE SCHOOL

Careers Education & Guidance Policy

Date approved by Board of Trustees	Autumn 2024
Date of next review	Autumn 2026

CONTENTS

1. [Statement of Intent](#)
2. [Aims](#)
3. [Policies & Procedures](#)
4. [Legislation](#)
5. [Roles and Responsibilities](#)
6. [The Eight Gatsby Benchmarks](#)
7. [Work Experience](#)
8. [Partnerships](#)
9. [Resources](#)
10. [Staff Development](#)
11. [Parents/Carers' Role](#)
12. [Monitoring, Review and Evaluation](#)

[Appendix](#)

Glebe School: Provider Access Policy Statement
Learners' Entitlement

1. Statement of Intent

1.1 At Glebe School, we believe in offering a careers programme that will enable all pupils, regardless of age, needs, backgrounds and abilities, to develop employability skills and gain an insight into career opportunities, work experience and courses for further study and training. The purpose of our careers programme is to ensure that when our pupils leave Glebe School they are fully equipped, with the knowledge and skills to be successful when transitioning to their next steps during their lives beyond Glebe School.

2. Aims

2.1 From as soon as our students transition into Year 7, our aim is to ensure that they begin to develop a real understanding, of careers and work-related information that develops their sense of enquiry not only about careers and /further education but also about their individual skills and future aspirations.

2.2 At Glebe School careers education, information, advice and guidance is of priority, in ensuring pupils leave with the right tools and values to help prepare them for adulthood. We support pupils to consider their future options, realise their potential and identify how their skills and experiences fit with opportunities in the job market. We prepare pupils for their preferred transitional pathway and work closely with the SEN coordinator assigned to each pupil from their local borough at each transitional stage and yearly reviews.

3. Policies and Procedures

3.1 This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Provider Access Policy (Appendix)
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Equality and Diversity
- Curriculum Policy and Curriculum Impact Policy
- Teaching and Learning Policy
- Glebe students' learners' entitlement

4. Legislation

4.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'
- Provider Access legislation 2023, Skills and post 16 Educational Act 2022

5. Roles and Responsibilities

5.1 Glebe School believes that each member of the teaching staff can contribute to the learning and teaching of CEIAG:

5.2 Headteacher

- The responsibility of overseeing the progress of CEIAG at Glebe School lies with the Head teacher in terms of ensuring that its core principles are part of the school's improvement plan.
- To ensure that there is adequate provision for CEIAG both through the subject curriculum on offer and PSHE.
- To be responsible for ensuring that there are clear and tangible links between STEM, enterprise, work-related learning and CEIAG so that students, teachers, and external agencies understand how these are intrinsically linked.

5.3 School Trustees

- To be fully involved in supporting the school in its development of highly effective CEIAG, through a named link governor.
- To biennially review and agree with the CEIAG policy.
- To support relevant staff and contribute to reaccreditation of Investors in Careers.
- Named governor for CEIAG to familiarise themselves with all relevant policies and new legislation.

5.4 Heads of Department

- To ensure that all career and work-related schemes of work and activities are audited and reviewed, and outcomes are met.
- To liaise with the Careers Lead in organising events that celebrate National Careers week.
- To provide pupils with access to the online career's platform Unifrog and to promote this platform with parents and carers

5.5 Teachers

- Deliver CEIAG in a motivating and stimulating way that encourages their pupils to become self-aware and to explore their career development career management and the world of work.
- Ensure that they support the delivery of the CEIAG that is relevant to their own subject area's programmes of study and schemes of work.
- To act as role models for students in developing the STEM like and enterprising attitudes that will act as the foundation stones for motivating students to be lifelong learners.

5.6 Parents and Carers

- To be fully involved by supporting the school in its development of the CEIAG curriculum. Parents will be expected to take an active part in the CEIAG delivery whether it be through home-based discussions, actively working with students on career planning tasks and even working with the school though providing local support in the form of guest speakers, work experience and or volunteering opportunities.
- Review and contribute towards the outcomes set in their young person's EHCP
- Discuss with and support their young person when choosing options in year 9

- To attend a range of career events including parents' evenings, transition reviews, New Choices evening, LAC and social care support meetings
- To support their young people through the career's platform Unifrog

6. The Eight Gatsby Benchmarks

6.1 In December 2017, the Department for Education released a new strategy which placed The Eight Gatsby Benchmarks as a baseline for schools to use to ensure that students are receiving effective career guidance in schools.

6.2 At Glebe School, we measure our provision against The Eight Gatsby Benchmarks to ensure that our students receive the highest standard of careers education:

1. A stable careers programme

Glebe school has an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, and employers.

- Glebe school has 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 is published on the school's website in a way that enables pupils, parents, teachers, and employers to access and understand it.
- The programme is 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 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.

- 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.

3. Addressing the needs of each Pupil

Pupils have different career guidance needs at various stages. Opportunities for advice and support are be tailored to the needs of each pupil. Glebe's careers programme embeds equality and diversity considerations throughout.

- Glebe's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Glebe School will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All pupils have access to these records to support their career development.
- Glebe School collects and maintains accurate data for each pupil on their education, training, or employment destinations.

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.

- 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

5. Encounters with employers and employees

Every pupil will 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.

- 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 pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
- Examples may include careers talks, careers carousels, careers fairs, mock interviews, CV workshops, mentoring, employer delivered workshops, enterprise competitions

6. Experiences of workplaces

Every pupil will 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.
- High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach is adopted for younger pupils and pupils with complex needs and does not necessarily have to involve a traditional placement. Options could include workplace visits; work experience (1-2 weeks); job shadowing; career-related volunteering and social action.

7. Encounters with further and higher education

All pupils will have shared 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.

Provider access legislation

The updated Provider Access Legislation (PAL) (see Appendix) has now been enacted. This specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

This new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but (where relevant with the minority of pupils), wider technical education options such as T-Levels and Higher Technical Qualifications.

8. Personal guidance

Every pupil has opportunities for guidance interviews with a career adviser, who might 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.

- Every pupil has at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
- Every pupil has opportunities for personal guidance interviews with a qualified (to level 6 or higher) careers adviser whenever significant study option choices transition to FE or career choices are being made.

By the end of Key Stage 3 pupils will have:

- Completed a series of career modules as part of our PSHCE programme; which include, Aiming High - Living in the Wider World, Money Matters - Living in the Wider World
- Attended an interview with the school's careers lead
- Attended a New Choices Evening with parents/carers
- Had a Transitional Review with the local authority/school/updating their EHCP
- Early career vision
- Discussed discrimination in the workplace
- Taken part in an enterprise activity
- The full use of Unifrog careers programme to help make life careers choices.
- Start the Princes Trust Award on Personal Development & Employability programme

By the end of Key Stage 4 pupils will have:

- Taken part in an interview with the WEX coordinator to make choices about their work experience.
- Been on a work experience placement for a set period
- Encounters with employers and employees as PAL legislation
- Taken part in NCS program
- Evaluated their WEX placement
- Taken part in activities to enable them to work with Glebe school business partners.
- Preparation of their curriculum vitae, an application form and attended a mock interview
- Received support and guidance to apply for a place at local further education colleges for SEN and mainstream courses. This is achieved by completing an application form attending an assessment and learning interviews techniques
- Attend a Friday morning college link course throughout Year 11
- Had a Transitional Review with the local authority/school updating their EHCP
- Peer Mentoring training
- Mock interviews
- Understand personal finances and money management
- Attended an overnight stay at our off-site provision, creating life skills opportunities.
- The full use of Unifrog careers programme, to help make life careers choices.
- Working towards a BTEC qualification, in a vocational course.

- Career path choices by including work towards gaining qualifications in a foreign language.
- Completed Princes Trust Award on Personal Development & Employability
- Completed Aiming High- Living in the Wider World

By the end of Key Stage 5 pupils will have:

- Received support to apply for college/work training schemes/Traineeships/Apprenticeships.
- Received support and guidance to apply for a place at local further education colleges, through completing an application form attending an assessment and receiving learning interview techniques
- Had a Transitional Review/interview with the local authority
- The full use of Unifrog careers programme to help make life careers choices.
- Attend an overnight stay at our schools off site provision, creating life skills opportunities.
- Completed a BTEC qualification in a vocational course.
- Participated in community projects, to broaden student's horizons, including the Duke of Edinburgh and NCS programmes.
- Guidance in helping learners understand and take-up, not just apprenticeships.
- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers.
- Have a detailed description of what learning or training with a provider is like.
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

7. Work Experience

Work Experience is an important part of the educational entitlement of every pupil at Glebe. All pupils at Glebe School, are given the opportunity to go on two weeks' work experience or equivalent time across the academic year. The work experience program is planned and monitored by the Careers Lead. It is designed to take full account of the needs of the individuality of each student and their WEX preference.

Visits are organised for all students whilst on work experience and this forms part of the monitoring and evaluation process. Employers are invited to supply a student reference on completion of WEX.

Work Experience preparation and follow-up (including health and safety) responsibility takes place in tutor groups, PSHE lessons, GCSE English, and the Entry Level Princess Trust program.

8. Partnerships

Glebe school collaborates with a variety of different establishments to strengthen our CEIAG.

Examples include:

- SEND departments
- Local employers
- Further Education colleges
- London Southeast Careers hub
- Bromley Mencap employment services
- Local and national Preparing for Adulthood networks
- Bromley Children's Service
- Disability team
- Social Care

- National Career service
- National Citizen Service

9. Resources

Resources at Glebe School are allocated in the annual budget in the context of whole school priorities. CEIAG and Work experience are allocated separate budgets.

10. Staff Development

Staff training needs are identified yearly. Funding will come from the Careers inset budget.

11. Monitoring, Review and Evaluation

- Evaluations and Learning outcomes are shared in PSHE and recorded on UNIFROG
- Evaluation is an important part of the CEIAG programme. It is through evaluation that this policy will develop whilst keeping abreast of national changes to CEIAG

APPENDIX

Glebe School: Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023).

Rationale

High quality careers education and guidance at Glebe School is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options (where relevant given the SEND of our pupils), such as T-Levels and Higher Technical Qualifications.

Commitment

Glebe School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for informing them about approved technical education qualifications and apprenticeships.

Glebe School is fully aware of the responsibility to set pupils on the path that will secure the best outcome that will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Glebe School endeavours to ensure that all pupils are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Glebe School policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our pupils of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Glebe School fully supports the statutory requirement for pupils to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, guest speakers and in addition, providers attending the Careers event at school (New Choices Evening)

Development

This policy has been developed and is reviewed annually by the Careers Lead and Line Manager based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Glebe School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to **Mrs A M Woolsey**, Careers Lead who may be contacted by telephone or email awoolsey@glebe.bromley.sch.uk, Tel **0208 777 4540**

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers and or PSHE and Careers events that Glebe School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Glebe School.

Details of premises or facilities to be provided to a person who is given access

Glebe School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Lead will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Glebe School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged and parents may be invited to attend the events to meet the providers.

Management

The Careers Lead coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Mrs Anne Woolsey email: awoolsey@glebe.bromley.sch.uk,
Mrs Anne Woolsey will raise the complaint to Mr Ian Travis; Headteacher

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the senior leadership team and the governing board.

Learners' Entitlement

This document outlines the student entitlement for careers teaching and learning across various key stages at school, providing a comprehensive pathway to career development and life skills.

Key Stage 3 (Years 7, 8, 9)

In Key Stage 3, students begin engaging with career-related content, focusing on essential skills, awareness, and exploration of various career paths.

- **PSHE Lessons:** These modules cover essential life skills and career awareness, including topics like "Aiming High," "Living in the Wider World," "Money Matters," and "My Transferable Skills." Discussions about workplace stereotyping and discrimination also take place.
- **Food Preparation and Safety:** In a supervised kitchen environment, students learn practical skills.
- **Art Portfolio:** Students work towards building a portfolio of artwork.
- **Careers Action Plan Interview:** This occurs in Year 7 and is updated at each transition stage (Year 9, Year 11, and Sixth Form).
- **New Choices Evening:** Provides information on various post-16 options such as SEN courses, technical education, apprenticeships, supported internships, and mainstream courses.
- **Introduction to Unifrog:** A career platform that helps students explore their career interests and options, complete personality and interest quizzes, and store career-related information.
- **Business Ambassadors:** Visits from industry professionals sharing insights into apprenticeships and traineeships.
- **Transitional Reviews:** Year 9 discussions with the SENCO and Careers Lead, focusing on preparing for adulthood and achieving key outcomes.
- **Life Skills Development:** Including an overnight stay at Wood Lodge to build essential life skills.
- **Cross-Curricular Days:** Activities within STEM, Social Action, Enterprise, and Career topics.
- **Psychometric Tests:** Students take a test to understand their personal qualities and skills, using the Unifrog platform.
- **Industry-Specific Trips:** School trips related to Retail, Hospitality, and Design Technology sectors.
- **Kings Trust Award:** Year 8 and Sixth Form students focus on personal development and employability.

Key Stage 4 (Years 10/11)

As students' progress, they focus more on career readiness, work experience, and further education planning.

- **Work Experience (WEX):** Interview with the WEX coordinator to discuss preferences, followed by a 2-week work experience placement in Year 11.
- **Study Skills:** Creating a study timetable to support exam revision and techniques.
- **CV and Personal Statement Development:** Including work experience updates.
- **Mock Interviews:** Conducted by business ambassadors to simulate real-world job interviews.
- **New Choices Evening:** Detailed information on post-16 /19 options.
- **Further Education Support:** Guidance on applications to colleges or specialist institutions.
- **Peer Mentorship:** Opportunities for Year 11 students to train as peer mentors to support Year 7 students.
- **BTEC Qualifications:** In vocational courses like Childcare and Personal Growth & Wellbeing.
- **Duke of Edinburgh Award:** Opportunities to gain an accredited award that supports personal development.
- **Career Path Exploration:** Including language qualification options and career preparation.
- **Kings Trust Award:** Focused on personal development and employability.

Key Stage 5 (Sixth Form)

At this stage, students continue to refine their career aspirations and prepare for life beyond school.

- **Provider Information:** Guidance on technical education qualifications, apprenticeships, and supported internships.
- **Visits to Further Education Colleges:** Students gain insights into potential further education pathways.
- **IAG (Information, Advice, and Guidance):** Students receive support for applying to college, training schemes, or apprenticeships.
- **Workshops and Presentations:** From industry professionals offering career insights.
- **Horticulture and Nursery Visits:** Vocational experiences related to specific subjects like horticulture and childcare.
- **Hair and Beauty Skills:** Opportunities to practice skills within the school's salon.
- **Kings Trust Award:** Personal Development and Employability, continuing from Key Stage 4.

Encounters with Employers (Provider Access Policy)

In accordance with the new legislation:

- **First Key Phase (Year 8 or 9):** Two mandatory encounters with employers.
- **Second Key Phase (Year 10 or 11):** Two mandatory encounters with employers.
- **Third Key Phase (Year 12 or 13):** Two encounters that are mandatory for the school to provide but optional for students to attend.

This framework ensures that students engage with various career development activities, providing a well-rounded foundation for their future educational and professional