



Careers Education, Information, Advice and Guidance Policy (CEIAG Policy)	
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## **Careers Education, Information, Advice and Guidance Policy (CEIAG)**

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### **Linked Documents:**

Gatsby - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

DfE - <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-school>

## **1. Ballard School's Vision**

- 1.1 Ballard School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond Ballard School and college. The values of Ballard School aim to develop for pupils:

*'knowledge, skills and attributes they (Ballard School pupils) need to lead successful and happy lives'*

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

## **2. Policy Scope**

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages One, Two, Three and Four.
- 2.2 The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training to reduce the risk of NEET ('Not in Education, Employment, or Training').
- 2.3 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, Ballard School leaders and Ballard School staff.' (DfE, January 2018)
- 2.4 This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of Ballard School to ensure that a range of education and training providers can access pupils for the purpose of informing them about approved technical education qualifications or apprenticeships, for all pupils from Year 1 to Year 11.
- 2.6 This policy refers to events and opportunities throughout Ballard School.
- 2.7 Staff at Ballard School are expected to be aware of the CEIAG Policy and its integration into the curriculum at Ballard School.
- 2.8 It is important therefore that pupils leave Ballard School aware of themselves as individuals, aware of the opportunities available to them and are able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. CEIAG's provision at Ballard School prepares pupils for life in modern Britain.
- 2.9 Post 16 transition bridging work – Departments will prepare pupils for their educational next steps with key structural content-based questions that will feed into Further and Higher Education.

## **3. Objectives**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance Policy are as follows:
- 3.1.1 To ensure that all pupils at the Ballard School receive a stable careers programme from EYFS – Year 11
- 3.1.2 To enable all pupils to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each pupil
- 3.1.4 Embedding CEIAG into the curriculum

- 3.1.5 To provide pupils with a series of encounters with employers and employees
- 3.1.6 To provide pupils with experiences of workplace(s)
- 3.1.7 To ensure that pupils have a series of encounters with further and higher education
- 3.1.8 To provide each pupil with the opportunity to receive personal guidance

#### **4. Ballard School Responsibilities**

- 4.1 The School has the following educational duties:
  - 4.1.1 All registered pupils at Ballard School must receive independent careers advice in Years 8 to 11.
  - 4.1.2 Ballard School provides the opportunity for education and training providers to access pupils (if deemed appropriate in compliance with the **Baker Clause, 2018**) to inform them about approved technical qualifications, apprenticeships or training options. Careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
  - 4.1.3 This guidance must be in the best interests of the pupil.
  - 4.1.4 Ballard School must have a clear policy setting out the manner in which providers will be given access to pupils. Refer to the Safeguarding and Child Protection Policy. This policy and these arrangements must be published.
- 4.2 Ballard 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 cf. Section 3.
- 4.3 Ballard School believes that effective CEIAG connects learning at Ballard School to future pathways. It motivates and inspires young people by giving them a clearer idea of the routes to jobs and careers through a comprehensive and engaging careers programme taught through PSHE – Living in the wider World, dedicated 50 minute lessons from Year 1 to Year 11, bespoke workshops and through the tutor and assembly programme. Effective CEIAG widens 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 policy is fully inclusive (**Baker Clause, 2018**) and is intended to support the full range and diversity of all of Ballard School's young people.
- 4.4 Ballard School will continuously monitor its CEIAG offer and seek further improvement. This will be undertaken by those staff members involved in the design and delivery of the programme, Careers Lead, Head of PSHE, Heads of Section and the Deputy Head (Academic).

#### **5. Governor Responsibilities**

- 5.1 The governing body will ensure that Ballard 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:
  - 5.1.1 based on the eight Gatsby Benchmarks
  - 5.1.2 meeting Ballard School's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils based on their age and stage in their educational journey.

## **6. Provider Access**

- 6.1 Introduction - This section of the policy sets out Ballard School's arrangements for managing the access of providers to pupils at Ballard School for the purpose of giving them information about the provider's education or training offer. This complies with Ballard School's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All pupils in Years 1 to 11 at Ballard School are entitled:
  - 6.2.1 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;
  - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through PSHE lessons, options events, tutor times, assemblies, and taster events.
  - 6.2.3 to gain support and guidance in making applications for the full range of academic and technical courses post-16.
- 6.3 Appendix 2 shows the way in which education and training providers should get in touch with Ballard School in order to gain access to pupils and/or parents to inform them about further opportunities.
- 6.4 Ballard School will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## **7. Monitoring, Evaluation and Review**

- 7.1 The Headteacher will ensure that:
  - 7.1.1 the work of the Careers Lead and CEIAG events are supported and monitored;
  - 7.1.2 the Deputy Head (Academic) has an overview of CEIAG work and reports regularly back to the Leadership team.
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
  - 7.2.1 Feedback from stakeholders occurs through mechanisms such as pupils' PSHE workbooks (that monitor individual pupil progress), personal statement guidance and feedback from Form Tutors, staff CPD, and Ballard School wide surveys;
  - 7.2.2 Feedback from external visitors to Ballard School such as the School Improvement Partner (SIP) or ISI;
  - 7.2.3 The number of pupils who are NEET in October having left Ballard 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.
- 7.3 The governors of Ballard School will review this policy every three years to ensure that this policy is in-line with the government guidelines.

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Nichole Hewison – Careers Lead  
August 2023

## Policy Log

Creation Date	Version	Author	Next Review
November 2022	1	Matthew Higgins & Nichole Hewison	August 2023
August 2023	2	Matthew Higgins & Nichole Hewison	July 2024

## Appendix 1 - The Gatsby Benchmarks with Ballard School's provision

Gatsby Benchmark	DfE Requirement	Career Objectives	Ballard School's Provision	Next Steps (Development Plan)
<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the Leadership Team and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme is published on Ballard School's website (PSHE page link) for all stakeholders.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<p><b>Current provision:</b></p> <p><b>PSHE – Living in the Wider World</b> is part of the dedicated 50 minute PSHE lessons provided each week from Years 1 to 11.</p> <p><b>Careers Lead, Head of PSHE and DHA reviewed the careers lessons delivered through the PSHE live overview document and created a careers map Years 1 to 11.</b></p> <p><b>Unifrog: Years 9 - 11.</b> Launched September 2021 to Years 9 to 11. Staff training and launch, September 2021.</p> <p><b>Careerpilot:</b> Years 6 to 8.</p> <p><b>Teams Careers Hub –</b> regular updates for Year 11s</p>	<p><b>Next steps:</b></p> <p><b>Careers Lead, Head of PSHE and DHA continue to monitor and review CEIAG provision through the QA process.</b></p> <p><b>Publish careers map/</b> updates on website.</p> <p><b>Extend staff CPD</b> for Unifrog + specialist CPD for Lead postholder and LT.</p> <p>Create MS Forms to gain feedback.</p> <p>Review and evolve the Careers Hub.</p>

			<p>Careers updates sent to Year 11 Form groups.</p> <p><b>Regular termly communications to GCSE Parents</b> via Group - call/Teams/Notices/Bulletin.</p> <p><b>Careers Drop-in club</b> - Tuesday activity time.</p> <p><b>Ballard School Sixth Form Exhibition</b> (annual).</p> <p><b>National Careers Week celebrated school-wide in PSHE</b> (March) - assemblies, posters and tasks for all ages and stages.</p>	
<b>2. Learning from career and labour market information</b>	<p>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.</p>	<p>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.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p><b>PSHE – Living in the Wider World</b> is part of the dedicated 50 minute PSHE lessons provided each week from Years 1 to 11.</p> <p><b>Careerpilot:</b> Years 6 to 8.</p> <p><b>Unifrog:</b> Years 9 to 11</p> <p><b>Teams Careers Hub</b> Years 10 to 11.</p> <p><b>Regular communication</b> with parents via in-house systems and website to</p>	<p><b>External specialist careers</b> one-to-one advice - Samee Project, Summer 2023.</p>



			<p>update careers events/opportunities.</p> <p><b>Careers Drop-in club</b> - Tuesday activity time.</p> <p><b>Ballard School Sixth Form Exhibition</b> - annual event.</p> <p><b>External speakers/ Lecture series MC</b> - motivational.</p> <p><b>Elevate programme</b> - motivational.</p>	
<b>3. Addressing the needs of each pupil</b>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. The Ballard School's careers programme should embed equality and diversity considerations throughout.</p>	<p>Ballard School's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Ballard School should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Ballard School should collect and maintain accurate data for each pupil on their education,</p>	<p><b>PSHE – Living in the Wider World</b> is part of the dedicated 50 minute PSHE lessons provided each week from Years 1 to 11.</p> <p><b>Careerpilot:</b> Years 6 to 8.</p> <p><b>Unifrog:</b> Years 9 to 11. This package is visible to Form Tutors and Careers Lead and personalised feedback can be given to pupils: personal statements and reference writer tools.</p> <p><b>Teams Careers Hub</b> - Years 10 and 11 - bespoke advice.</p>	<p><b>Embed careers programme</b> within all curriculum schemes of work - ensures equality of access for all pupils.</p> <p><b>External specialist careers</b> one-to-one advice for Years 9 to 11.</p> <p><b>Alumni reviewed</b> and data collected on next steps destinations.</p>

		training or employment destinations.	<p><b>Elevate programme</b> - motivational.</p> <p><b>Raise awareness and run STEM/STEAM</b> initiatives (with DT HOD) - offers equality/diversity/breadth.</p> <p><b>Ballard School Sixth Form Exhibition</b> - a range of Post 16 providers attend.</p> <p><b>Assemblies</b> - challenge/advise/inspire.</p>	
<b>4. Linking curriculum learning to careers</b>	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.	<p><b>Curriculum-specific assemblies and activities</b> - Science day/Maths challenge days/Languages day/Shakespeare/Townsend-Warner competition/LAMDA.</p> <p><b>PSHE – Living in the Wider World</b> is part of the dedicated 50 minute PSHE lessons provided each week from Years 1 to 11.</p> <p><b>STEM initiative</b> - annual trip and competition/STEM club.</p> <p><b>Samee Project</b> - Hotel day Year 8 (enrichment)</p>	<p><b>Explicit linking/embedding of careers</b> throughout all curriculum areas - via curriculum maps and displays. Departmental Careers Reps.</p> <p><b>University visits</b> in a range of curriculum areas: curriculum links/information/inspire.</p> <p><b>Source Alumni for assemblies</b> and visits to PSHE Living in the wider world lessons.</p>

			Unifrog, Spring pod and Careerpilot - promoted to appropriate age group.	
<b>5. Encounters with employers and employees</b>	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.	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.	<p><b>Unifrog:</b> blogs/clips from employers about pathways/<b>work-based skills. MOOCS.</b></p> <p><b>Careerpilot:</b> skills and workplace.</p> <p><b>Spring pod:</b> extensive work experience provider.</p> <p><b>Rotary Club</b> - Mock interviews.</p> <p><b>Lecture series</b> - motivational/skills.</p> <p><b>PSHE lessons</b> – visits from external providers such as NCS and the Police.</p> <p><b>PSHE lessons</b> – Prefect application process.</p> <p><b>PSHE lessons</b> – Personal Statement launch.</p> <p><b>Ballard School Challenge</b> – Year 9 Activity Week (finance/Forces/personal challenge skills/Rotary club - presentations).</p>	<p><b>Establish work experience</b> - actual or virtual (MOOCS, Unifrog and Spring pod provider).</p> <p>Source <b>Alumni to launch a Mentoring programme.</b></p>

<b>6. Experiences of workplaces</b>	Every pupil 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.	<p>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.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p><b>Assemblies by external organisations</b></p> <p><b>PSHE lessons</b> – visits from external providers and motivational speakers - NCS and the Police.</p> <p><b>Signing up to INVEST-in</b> – high calibre work experience provider.</p>	<b>Establish work experience</b> - MOOCS/ actual.
<b>7. Encounters with further and higher education</b>	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.	<p>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.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *</p> <p>*A 'meaningful encounter' is one in which the pupil has an opportunity to explore</p>	<p><b>Ballard School Sixth Form Exhibition</b> – annually; well-attended and respected locally. Event is promoted to Years 9 to 11 pupils and parents.</p> <p><b>Sixth Form and University visits</b> - exposure to learning opportunities and range of pathways.</p> <p><b>Teams Careers Hub/ direct contact with pupils</b> via form tutors and assemblies – update and inform.</p> <p><b>Local Sixth Forms present assemblies</b> - all courses and qualifications promoted.</p>	<b>Embed University outreach programme Years 9 to 11:</b> create departmental links - visits/online/workshops.

		what it is like to learn in that environment.	Unifrog/Spring pod/ Careerpivot	
<b>8. Personal guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of Ballard 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 should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	<b>Dedicated Careers Clinics</b> – Tuesday activity time.  <b>Teams Careers Hub</b>  <b>The Samee Project</b> - delivered personal statement, interview tips and workplace skills workshop – Year 10 Summer.  <b>Rotary Club</b> - Mock interviews.	<b>External provider</b> to deliver face-to-face specialist careers guidance interview. Summer 2023. (Activity week: Years 9 to 11).

**Introduction**

This document sets out Ballard School's arrangements for managing the access of providers to pupils at Ballard School for the purpose of giving them information about the provider's education or training offer. This complies with Ballard School's legal obligations under Section 42B of the Education Act 1997.

**Pupil entitlement**

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 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.

**Management of provider access requests****Procedure**

A provider wishing to request access should contact the Careers Lead or Head of PSHE.

**Opportunities for access**

Ballard School offers a comprehensive Careers Education, Information, Advice and Guidance (CEIAG) programme and an overview of this programme can be seen on the PSHE published lesson overviews which can be seen on the Ballard School website.

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

Ballard School will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. Ballard 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 Lead, Head of PSHE or DHA.

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 Ballard School library.