



SPAGHETTI BRIDGE

Careers Education, Advice and Guidance (CEIAG) Policy

Policy Owner	<i>Head of Curriculum and Research Development</i>
Applies to	<i>This applies to all services.</i>
Associated Documents	<i>Relational Support Policy Equality Policy SEN Policy Curriculum Policy Child Protection & Safeguarding Policy Assessment Policy</i>
Review Frequency	<i>This will be reviewed every 2 years</i>
Date of Implementation	<i>December 2022</i>
Review Date	<i>February 2024</i>
New Review Date	<i>February 2025</i>
Approved by Chief Executive Officer	<i>Dan Alipaz</i> <hr/> Dan Alipaz (Feb 28, 2024, 7:27am)
Approved by the Chair of the Board	<i>Stephen Bradshaw</i> <hr/> Stephen Bradshaw (Feb 28, 2024, 9:25am)

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1. Introduction

Aim

Careers guidance at our school plays a major part in preparing young people for the opportunities, responsibilities and experiences of adult life and helps them make a successful transition from school to adulthood. All students from Years 7 to 13 will access a relevant, meaningful and constructive careers education programme. We ensure that students, parents and carers are informed and prepared, in order to achieve aspirational next steps into further education, training or the world of work. Our aim will be that by the end of Year 11 (or Year 13 where relevant) our careers education, information, advice and guidance will have provided all students with the right tools and values to prepare them for adulthood.

The programme provides opportunities for students to explore the moral implications associated with all aspects of employment thus students see how the core values can transcend their school career and permeate throughout their working lives.

Aims

- To prepare students for the world of work and to develop the personal skills needed for success in the workplace.
- To provide students with the opportunity to explore the full range of pathways open to them in a fully supportive environment.
- To provide opportunities within the careers framework that will inspire students and raise aspirations allowing students to choose a career that is right for them and that will realise their full potential.
- To allow students to make informed decisions on future careers based on current labour market information.
- To develop personal characteristics. To improve self-esteem through contribution to wider society and the world of work.
- To promote the wider potential of young people with additional needs by increasing awareness within the community.

Legal Framework

The careers provision at the Spaghetti Bridge is in line with the statutory guidance developed by the Department for Education which refers to section 42A and 45A of the Education Act 1997 and The Technical and Further Education Act 2017 inserts section 42B into the Education. This states that all schools should provide independent careers guidance from Years 8-13 including the services offered by the young person's local authority. This guidance should be:

- Impartial
- Include information on a range of education and training options, including apprenticeships and technical education routes.
- Advice provided should be in the best interests of the young person
- Students should be able to access a range of education and training providers to inform them about approved technical education qualifications or apprenticeships.
- The name, email address of the school's careers leader will be available
- A summary of the careers programme, including details of how students, parents/carers, teachers and employers may access information about the careers programme

The Careers Education, Advice, and Guidance Programme is part of the wider Preparation for Adulthood curriculum, which is woven throughout each student's programme at every stage of their journey.



2. Scope

This policy applies to all students with a focus on those who are at or above the age of 14.

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school.

All Students will have the opportunity to:

- Students participate in a range of activities that are embedded into the school curriculum. These are designed to help students identify their employability strengths and the areas that may need developing.
- Students take part in activities that provide them with the opportunity of exploring different careers and identifying the skills and attributes that would be needed to be successful in those careers
- Students have the opportunity to participate in a series of STEAM events as part of their curriculum offer
- Students are given opportunities to participate in enterprise projects throughout the year
- In PSHE students study modules that focus on understanding employability and enterprise skills, understanding the need to manage risk in the context of financial and career choices.
- Students have the opportunity to engage in project learning where they meet individuals from different job sectors.
- Curriculum activities and events give the students the opportunity to develop their entrepreneurial skills.

3. Policy Statement

To develop and implement employer engagement opportunities across the school

- Create opportunities and support students to access places
- Create 1:1 one off employer visits for students
- Complete paperwork required for each placement
- To meet with employers to develop opportunities, careers fairs, employer engagement events, mock interviews, employer visits

To coordinate Transition for all Yr 11 / 13 students

- All Yr 11 / 13 students to have a Transition Plan
- All Yr 11 / 13 students to meet with a Careers Advisor
- To support students to look at different Post 16 options and work with the school to support Post 16 Visits

We support all students to consider their future options, helping them to realise their potential and decide how their skills and experiences will fit with opportunities in the current and future job market. Through personalised programmes, we work collaboratively with all involved to shape clear and ambitious targets for students. All students will be better prepared for their preferred transitional pathway, whether that is into further education, employment, training or living.

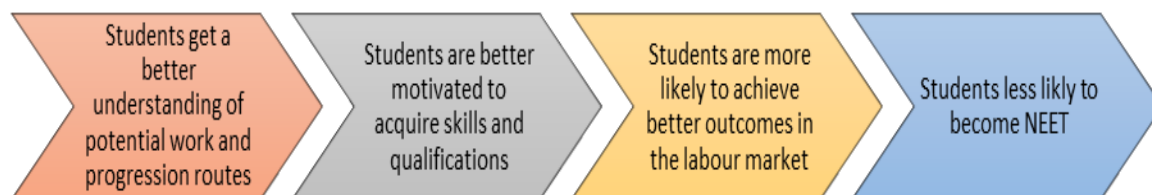
Using The Gatsby Benchmarks as a framework, careers guidance at Spaghetti Bridge includes the following elements:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified advisor

Careers guidance is seen as playing an important role in motivating our students, promoting equality and opportunity and maximising students' academic and personal achievement whilst at our school and beyond. Our CEIAG provision supports the wider agendas of attainment, achievement and participation in learning.

Objectives: Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities.
- Learn and experience careers and the world of work.
- Develop their career management and employability skills.



Impact pathway

The curriculum includes planned learning, which is undertaken through:

A Careers Education programme for Years 7 - 11/13 linked to a careers scheme of work

Work related learning activities for Years 7 -11/13

This is achieved through:

Careers Education – We are dedicated to plan progressive provision for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well-being. This will enable self-awareness, resilience, self-determination and self-improvement as a learner.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise. These opportunities will help students develop an understanding of careers, work and working life and to understand business and industry.

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner (via CSW) that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG is delivered through the school by a number of people in the school environment and outside practitioners such as Careers South West, Career and Enterprise Company, , teachers, employers and FE agencies. Some of these people may be trained, whilst others may not.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits; sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Access to individual information and advice for Years 7 - 13 at key transition points through internal staff, external visitors, mentors, and through email, telephone, web chat and forums via websites such as www.thesource.me.uk, [National Careers Service](#) , [icanbea](#) [thecareerandenterpriseconomy](#) and [Amazing Apprenticeships](#), mentoring, website, telephone and helpline access. Taken together, these external

Employer Engagement

Our school is dedicated to employer engagement and engages with employers through work based placements, employee shadowing, employer engagement sessions such as interview skills, employer talks and employer visits.

Management of provider access requests

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide students in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are students entitled to? Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g., technical education and apprenticeships – this can be achieved through group discussions, individual visits and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

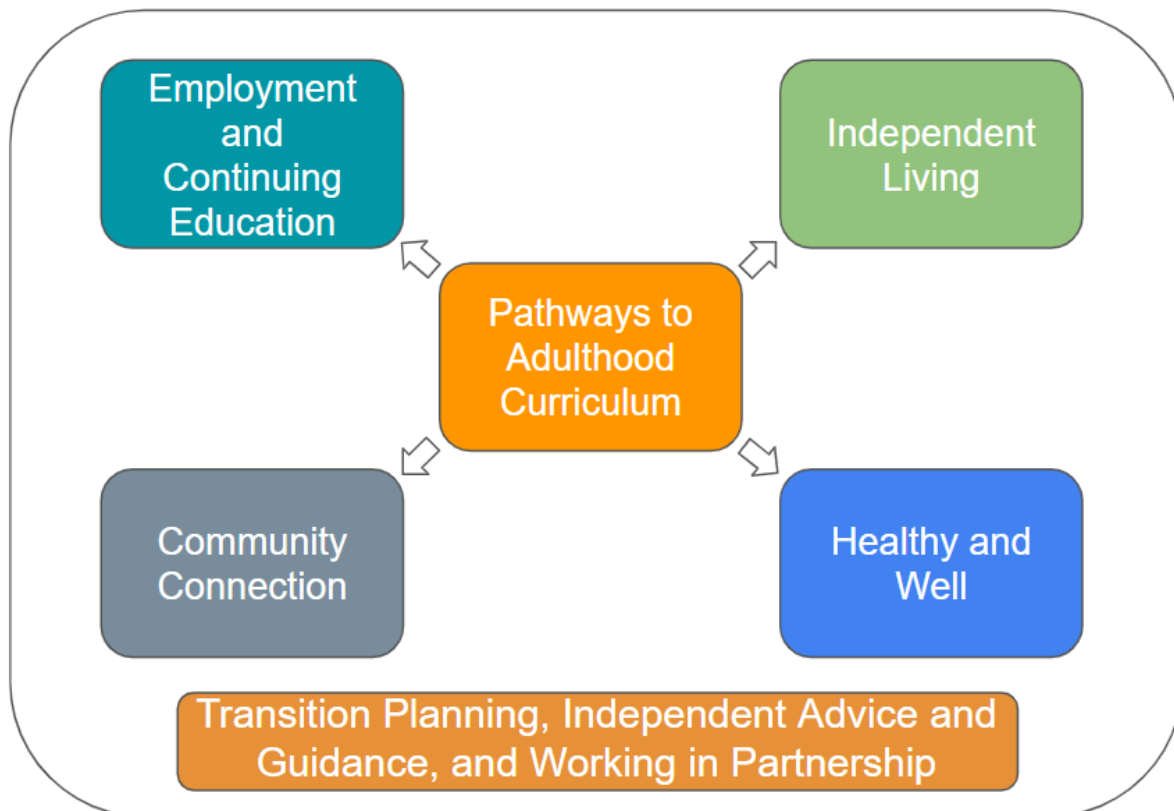
A provider wishing to request access can contact one of the following people:

- Headteacher
- Careers Leader

Engaging with Parents / Carers

Our School endeavours to engage with parents/carers in their careers guidance provision through parent transition meetings, contact with tutors and parental feedback sessions and questionnaires ensuring we continue to have a good robust career programme in place.

4. CAREERS CURRICULUM OVERVIEW



The Careers

5. Roles & Responsibilities

Implementation

Our school Careers Guidance Team is as follows:

The Senior Leadership team

Providing explicit backing for the careers programme.

Appointing an identified and appropriately trained person to be responsible for the careers programme.

Careers Leader

The practical application and monitoring of the careers programme across the school

All staff are responsible for ensuring that students are given a clear understanding of their strengths, aptitudes and talents so that they are able to make informed and realistic decisions about their future career pathways.

All staff are expected to contribute to the career learning and development of students in their different roles. Training needs that arise from this will be identified through the School Development Plan and will aim to be met within one academic year.

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance as well as what works for our students. We place great emphasis on creating rich learning environments and experiential learning opportunities. To support this the careers programme has been designed using the Gatsby Benchmarks.

6. Support, Advice and Communication

Providers can speak to our careers lead, to discuss possible attendance at relevant events. We welcome organisations talking to our students and will consider all requests.

Providers are also welcome to leave a copy of their prospectus and other relevant course literature with the School Office.



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