BURTON BOROUGH SCHOOL

Careers Policy

Education & Provider Statement

Policy Reviewer	Karen Heins	**Date of Review**	September 2026
Date Presented to Governors		**Date of next Review**	September 2027

Acronyms used within the policy:

CEIAG: Careers Education, Information, Advice & Guidance

NEET: Not in Education, Employment or Training

HP: High Potetial

WEX: Work Experience

NCS: National Citizen Programme

NCOP: National Collaborative Outreach Programme

Careers Education, Information, Advice & Guidance

The Burton Borough School provides high quality Careers Education, Information, Advice and Guidance (CEIAG), to support our students. This is developed throughout a student's time at the school, is always supportive of their aspirations, strengths, skills and focuses around the Gatsby Benchmarks (See Appendix 1). Although specialist support is available through key staff members and external providers, the teaching of Careers Education is the responsibility of all staff at Burton Borough School and this statement further supports the school's drive for consistency across the curriculum. Our aim is ensure all of our learners are given opportunities and support to ensure they are able to make their own informed decisions regarding their future career pathways and to ensure that all learners receive an offer post 16 and do not become nonparticipants (NEET). This statement summarises our aims, the statutory guidance, and recommendations. It then outlines the provision of CEIAG, work experience and provider access.

BBS is committed to:

- Raising the profile of Careers Education, Information, Advice & Guidance within the School.
- Preparing students for the transition to life beyond secondary school (higher education and the world of work).
- Supporting students in making informed decisions which are suitable and ambitious for them.
- Providing students with well-rounded experiences.
- Developing characteristics and employability skills e.g. social skills, communication, innovation, resilience and leadership which support all abilities of students in the curriculum and in their careers regardless of background.
- Inspiring and motivating students to develop their aspirations.

Statutory Requirements and Recommendations:

The careers provision at Burton Borough 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.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- Be impartial.
- Include information on a range of pathways, including university options or apprenticeships.
- Be adapted to the needs to the student.

The recommendations include:

- To ensure that young people have a better understanding about career choice, subsequent progression and its impact on their long-term earnings.
- To assist young people in developing an understanding of the responsibilities and choices associated with adult life.
- To develop better, and more carefully planned opportunities for young women to meet professionals working in non-stereotypical roles, and to learn more about what such work entails.
- To strengthen the knowledge and understanding of staff about the wide range of progression routes available so that learners can make informed choices.

- To consider how to link the contents of lessons and skills to be developed, more frequently to career opportunities.
- To consider ways in which mentoring could be used to help support young people in overcoming barriers to achievement.

In addition, the school is compliant with the CEIAG that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Responsibilities:

BBS Staff will:

- Create a positive and attractive environment which encourages high aspirations of students.
- Provide role models through celebrating the successes of ex-students and motivational speakers.
- Ensure that there are activities in the curriculum to allow learners to access careers information related to their specialist area.
- Display high quality examples of careers within their curriculum area.
- Support the Work Experience programme by assisting tutees with applications and completing monitoring visits.

The Leadership Team will:

- Support the development and implementation of CEIAG policy and practice.
- Monitor the effectiveness of the policy through line management of the lead teacher.
- Provide professional development opportunities for teachers and associate staff as appropriate to further support their own understanding and practical competency in CEIAG.

The Lead Teacher will:

- Work with the small schools and partner agencies to ensure students are given maximum experiences to develop employability skills and make informed decisions.
- Evaluate the effectiveness of the policy and modify it as necessary.
- Lead staff Professional Development on common practices and methods to be adopted when delivering CEIAG.
- Work systematically with Head's of Year and Future Focus advisors to ensure students who are at risk of becoming NEET are referred to external agencies for support.
- Organise careers fairs, assemblies, notices and talks to deliver information to students in all years regarding CEIAG.
- Raise the profile of careers across the whole school.
- Oversee the Work Experience Programme and liaise with staff to organise monitoring visits.
- Organise the Work Experience Awards Evening to improve links with our placement providers and parents as well as to reward student participation.
- Keep up to date with the current research and best practise in CEIAG.
- Provide regular information to families, via letters, emails and social media, around careers and employability skills.
- Organise additional activities and information during National Careers Week and

National Apprenticeship week, linking with local and national employers.

We will encourage our parents and carers to:

- Attend careers fairs and encourage conversations to help support their child with their future pathways.
- Support their child with organising a work experience placement.
- To support the aspirations and encourage a positive work ethic to allow their child to realise their full potential.

Students with Special Educational Needs or Disabilities (SEND):

- Careers is part of the annual review and action plan for a student with SEND. Annual Reviews can be attended by our Future Focus Advisor.
- Personalised support from the SENDCO, (SENDCo) Student Services, Future Focus Advisor, and external bodies is used where appropriate.

(I think VP – Inclusion Lead role should be added here as Kim now oversees the work of the SENDCo and has strategic overview to ensure the operation of SEND is fulfilled on a daily basis).

Students in receipt of Student Premium funding:

- Students in receipt of PP are prioritised for appointments with Future Focus.
- Additional funding is available for students to attend career related activities and university residential trips through NCOP/ASPIRE to HE.

Work Experience Provision:

- The aim of work experience is to provide an opportunity for all students to learn in the workplace; an experience that cannot be replicated in school.
- All students are offered the opportunity of one weeks' work experience in the July of Year 10.
- The overall organisation of work experience is undertaken by the Lead Teacher for Careers and the central admin team (WEX team).
- The students are encouraged to arrange their own work experience. However, students are supported by the school through access to Grofar, which provides links with many large businesses and organisations.
- Parents are informed and communicated with throughout the process and a work experience consent form, H&S form and frequently asked question sheet are sent home at the beginning of year 10.
- Drop-in sessions take place after Easter for students who have still not organised their placement.
- The WEX team checks that the placement meets with the schools' requirements, that the students will be treated fairly, and they will undertake meaningful work. This information is uploaded to the database for the Educational Business Links (EBL)to action, on a weekly basis.
- All students on placement are covered by the employers' insurance and places of work are risk assessed by the Educational Business links at Telford & Wrekin Council.
- Students who do not secure a work experience placement, will take part in a hybrid programme consisting of some virtual work experience talks from Speakers for Schools, workplace and college visits, independent remote study, project work and individual tutorials.

Provider Access Statement:

For all provider access information, please refer to the LCT website: Provider access and careers - Learning Community Trust

Appendix 1 – Activities Matched Against The Gatsby Measures:

The table below colour codes the Gatsby Benchmarks. The same colour code is used in the activity matrixes that follow on the next pages.

Gatsby Benchmarks		
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, Governors and employers.
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.
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 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.
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 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 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.