

Bristol Futures Academy

Careers Education, Information, Advice and Guidance Policy including Access Statement

Review Due:	May 2021
Last Review	September 2018
Applicable to:	Bristol Futures Academy
Reviewed by:	Alex Davies

Rationale

The components of Careers Education Information, Advice and Guidance (CEIAG) are defined as:

‘Careers Education, provides a means of developing individuals’ knowledge, understanding and experience of opportunities in education, training and employment and the skills necessary to make informed decisions.’

Careers Guidance provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

In practice Careers Education and Careers Guidance are interwoven, with the school and the independent careers adviser working collaboratively; teaching and advising throughout the students stay at Bristol Futures Academy.

All pupils throughout the school should understand that they have ‘careers’ that continue through life and include all aspects of their evolving experience of the world of work and the necessary Key Skills.

Aims

- All young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- All young people to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- All young people to receive one-to-one careers interviews with the Independent Careers Adviser
- Everyone to get support tailored to their circumstances with more bespoke support for those who most need it;
- All young people will learn through a range of work related activities and develop key skills appropriate to the workplace, further education and life.

Bristol Futures Academy

- Make informed decisions now and for the future drawing on self-knowledge and by making effective use of information and guidance.
- Everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers

Objectives

Young people will:

- Understand their options and different paths to work and independence, to plan the steps they need to take, and to get from where they are to where they want to go;
- Be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- Understand their own knowledge and skills and how they can be used in the workplace;

Young people will learn about:

- Getting, holding on to and progressing in a job, whatever their age, ability or background;
- Improving their well-being through doing a job they are good at and enjoy.

Policy Procedures

At Bristol Futures Academy we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wider range of future pathways and careers. We do this by fulfilling the Gatsby benchmarks and use this as a framework for our careers policy

1. Deliver a stable careers programme

Careers includes both education, information and guidance. Careers education helps our young people make informed choices about their next steps. Careers education forms an integral part of the curriculum at Bristol Futures Academy. Our careers programme supports students to make better decisions about their future. Our programme of activities across the school includes:

- Opportunities across the curriculum for our young people to develop transferable life skills that support careers, employability and enterprise
- Opportunities for students to develop self-advocacy, negotiation, decision making and transition skills
- Building excellent partnerships with parents and outside agencies to ensure the best support for our young people
- Developing learner voice through classroom activities and the school council

Bristol Futures Academy

To implement these activities we deliver flexibly tailored curriculums across the school. Furthermore in line with the SEND Code of Practice (2015) we ensure that annual reviews for Education Health Care Plans focus on long term outcomes and follow the preparation for adulthood guidance.

Careers planner

To see our full school careers planner please see appendix 1. Our planner is based on the Preparation for Adulthood framework and ensures students are focused on developing for the future.

2. Learning from career and labour market information

Every young person at Bristol Futures Academy with an Education Health and Care Plan (EHCP) will under the terms of the SEND code OF Practice (2015) take part in the yearly annual review process. All students will be able to consider future pathways and EHC plan targets will be set in order to help students work towards their aspirations.

All students will be invited to events both within Bristol Futures Academy and externally regarding transitions. These will include visits to and from local and specialist further education colleges. Insight Talks - information sessions from Post 16 education, employment and training partners to inform them of their provision. .

Year 10 students are given the opportunity to attend the annual Raising Aspirations event held at UWE. This is Bristol's premier school careers conference with the aim to widen horizons and provide insights in a way that supports them at this difficult but exciting stage.

Students will have access to inspiring workshops, presentations and speakers, each of which helps young people make good informed option choices.

3. Addressing the needs of each pupil

Bristol Futures Academy offers a person centred approach to learning. The EHCP process provides opportunities to ensure all students are working towards their own aspirational outcomes for the future. All pupils will undergo vocational profiling when they are ready for work experience placements or supported internships. The aim of the vocational profile is to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment.

Each student has the opportunity to meet with the schools independent careers advisor in which an action plan for the student and relevant staff is created and passed on to the student and relevant staff. Notes from these meetings are recorded and will feed in to relevant meetings with the consent of the student.

Bristol Futures Academy

Bristol Futures Academy actively support students in the first two terms after leaving Year 11, if they are NEET or become NEET. From 2018 Bristol Futures Academy will track the outcomes of its previous student for 3 years to ensure long term outcomes have been maintained.

4. Linking curriculum learning to careers

Bristol Futures Academy ensures that learning throughout the curriculum is linked to student development, becoming more independent and future careers.

We are very proud of our varied and student specific subjects in which we are able to offer programmes of learning with a more practical and vocational set-up than other mainstream schools. These can be linked to specific future jobs. For example students have the choice to take part in; hair and beauty, auto-sport, multi-skills and catering in our custom built classrooms and workshops.

5 & 6. Encounters with employers and experience of work

Bristol Futures Academy has a very developed work experience programme. For more information please see our work experience policy.

Key stage 4 students have multiple opportunities to access to talks led by local employers and Post 16 providers about a range of differing jobs and careers.

All students have at least one opportunity to take part in a work based placement by the time they leave school. Bristol Futures Academy aims to be flexible with its approach to work experience which can be for one week or one day per week for a set period, depending on the students and employers preference.

All work experience is organised by the designated officer, however, it is a collaborative approach between relevant staff and the careers adviser to match students to suitable placements.

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. Bristol Futures Academy understands the importance of 'next steps' and transitions for our pupils.

All pupils will have access to a number of various transition events. These include but are not limited to:

- School visits from local post 16 providers
- Visits to colleges and other specialist post 16 provision

Bristol Futures Academy

- Annual visit in Year 10 students to Raising Aspirations event at UWE

8. Personal guidance

Bristol Futures Academy employs a careers advisor once a week, this person is an independent careers adviser and progression coach who offers impartial careers information, advice and guidance. All Year 11 students will be given a session summary and action plan to assist them with steps needed for the transition to Post 16 and resources tailored for their own independent research.

The careers advisors role covers:

- Speaking with students regarding careers ideas, qualifications, skills, experiences, circumstances and life aims.
- Helping students to explore possible options and introducing online careers resources
- Supporting students to understand the labour market locally
- Referring students to any necessary outside agencies
- Supporting students to become aware of the possible next options available to them
- Collaborating with other staff regarding work experience plans and suitability
- Arranging bespoke post 16 provision visits and accompanying if necessary
- Meeting parents at school events
- Meeting all Year 11 students, even if not attending school

The careers advisor will formally meet with students in year 10 and 11 but focussing on Year 11 to support with career pathways, post 16 options and intended destinations.

CEIAG Leadership and Management

Our careers policy and programme is overseen by the interim principal, Alex Davies

Our careers advisor is Steve Newman from NewMango

The Careers Lead for Bristol Futures Academy is Jordan Davis-McKenzie

Bristol Futures Academy

Bristol Futures Academy

Appendix 1: Careers planner whole school

Preparing for adulthood Careers Planner Bristol Futures Academy 2018-2019				
Bristol Futures Academy's careers programme is built in to everything we do, starting with the youngest students to give them the best start in life and the best possible careers and independent living outcomes. Our schools careers plan is designed around the preparing for adulthood framework.				
KS3 - 4	Employment and Education	Independent living skills	Community inclusion	Health
	Adapting to new environments Following instructions - consider any specifics around sensory impairment Numeracy Real world visits (fire stations, farms etc.) 'What do you want to be when you grow up?' Meeting role models	Feeding and drinking Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Washing / brushing teeth Paying in shops	Making friends Social interaction Visits / day trips Team playing After school clubs Weekend activities Developing friendships / friendship groups	Diet - making choices Physical exercise Articulating pain / health problems

Bristol Futures Academy

<p>Talk about different careers and education options</p> <p>Access to career related role models</p> <p>Start to build a personal profile of interests and ambitions</p> <p>School sessions from visitors on their careers</p> <p>Identifying people who help us and their jobs.</p> <p>Real world visits (fire stations, farms etc.)</p>	<p>Feeding and drinking</p> <p>Real world play (kitchens, DIY, cleaning)</p> <p>Appropriate dress</p> <p>Making choices</p> <p>Cooking at school and home</p> <p>Understanding money</p> <p>Shopping</p> <p>Moving around the school independently</p> <p>Transport and road signs</p>	<p>After-school clubs</p> <p>Learning to be safe on and offline</p> <p>Knowing the local area</p> <p>Walking short distances alone</p> <p>Friendships</p> <p>Understanding bullying</p> <p>Managing change</p>	<p>Managing minor health needs e.g. asthma</p> <p>Starting puberty immunisation BCG</p> <p>Obesity check</p> <p>Articulating pain / health problems</p> <p>Starting puberty</p> <p>Physical exercise</p>
<p>Subject option choices - picking the right subjects for targets and future career goals – Options events, booklets, evenings, assemblies</p> <p>Exploring different careers</p>	<p>Travel training (some)</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p>	<p>Same as the KS4 section (see below)</p>	<p>Sex education (PHSE lessons)</p> <p>Immunisation (some)</p> <p>Managing more complex health needs</p> <p>Mental health and wellbeing</p>

Bristol Futures Academy

	<p>Learning opportunities outside the class room to build self-confidence, social skills, risk awareness, understanding of the world of work and other key (employability) skills.</p>			<p>Drug and alcohol education</p> <p>Switching the screens off and getting a good night's</p> <p>PHSE (covering SRE, drugs awareness, and understanding of sleep) Science lessons, tutor sessions, counsellor, ASD support, nurse, class teacher / TA support.</p>
	<p>Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful (careers / next steps support through careers interviews, support by Teacher / TA with college applications, transition visits, taster sessions)</p> <p>Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</p> <p>GCSEs / NVQs / Entry level qualifications</p>	<p>Travel training (some)</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Independent living skills (some work around money and budgeting)</p>	<p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p> <p>These things are covered in ICT lessons, assemblies, special events e.g. Google visiting Fosse Way and through SRE, tutor periods,</p>	<p>As above.</p>

Bristol Futures Academy

	<p>Vocational options / BTEC Discussion with tutors and others about possible options and pathways.</p> <p>After school / Saturday jobs / part-time employment (some)</p> <p>Transition to new settings (work done to support changes to college and Post 16)</p>		<p>residential visits, class day trips</p>	
	<p>Qualifications linked to employment</p> <p>GCSE resits maths and English quals that are functional</p> <p>Internal and external work experience placements</p> <p>Supported internships</p> <p>Transition visits to Further Education providers/ specialist providers and community living environments</p>	<p>Decisions about money</p> <p>Money based curriculum in place</p> <p>Managing own time</p> <p>Personal safety Transition skills for adult care</p> <p>Cooking for yourself</p> <p>Setting up a bank account/using bank card</p>	<p>Staying safe online</p> <p>Managing social time</p> <p>Developing new friendships/ meeting students from other settings</p> <p>Social skills in the workplace</p> <p>Understanding the criminal justice system</p> <p>Accessing local events</p>	<p>PSHE Curriculum</p> <p>Understanding friendships</p> <p>Off the Record counsellor one day a week</p> <p>Relationship and Sex Education</p> <p>Using local gyms/ exercise classes and swimming pools</p> <p>Understanding consent</p>

Bristol Futures Academy

CV writing		Raising money for a local charity	
Skills in applying for jobs		Working within the local community	
Job coaching		Visiting speakers from other educational provisions	
School Café based jobs			
Part-time jobs outside of school			
Enterprise businesses			
Managing work based social media sites			
Impartial careers advice			

Bristol Futures Academy

Appendix 2: **Provider access statement**

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Management of provider access requests

Opportunities for access

Our provision includes various opportunities for students to access a range of events and transition visits. These are mainly integrated into the schools careers and transition programme and curriculum.

These events are therefore delivered internally, with contribution from external providers where appropriate.

Procedure

A provider wishing to request access should contact Fiona Moody, Assistant Principal for Post-16, via the school contact details. Local providers are invited to key relevant events. In addition, external providers interested in coming into school should speak to Fiona Moody, to identify the most suitable opportunity. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature with Fiona Moody and this will be displayed in the common room which is accessed by students at break and lunch times.

Bristol Futures Academy

Appendix 3: **Job Advert for careers advice and guidance role**

Bristol Futures Academy Careers Advice and Guidance Lead
1 day per week –

We are looking for a careers advice and guidance lead within Bristol Futures Academy. The role will encompass all aspects of careers advice and guidance so that our young people are given an impartial view of the full range of opportunities that are available to them. The duties allocated to this role include, but are not limited to:

- Meeting all students from year 10 onwards to discuss post 16 opportunities and career interests.
- Researching and building relationships with external college providers to gain an excellent understanding of what is available to our young people
- Organising and supporting with job and or college applications
- Identify skills gaps in the local community and how our students could fill them
- Work closely with the school job coach
- Organise and support further education visits
- Advise students on qualifications required for jobs/courses
- Feedback regularly to the Assistant Principals for Post 16 and secondary
- Organise student careers fair yearly alongside the Assistant Principal for Post 16
- Run sessions with small groups on CV writing and job applications
- Keep tutors informed about student choice for next steps

You will need to gain an in depth knowledge of the Gatsby review and the Government's 'Careers strategy: making the most of everyone's skills and talents, Dec 2017'. Training will be provided for this role.

If you are interested in this role please send an expression of interest to [Alex Davies](#).