

# Brymore Academy

## Careers Policy

**Approved by:**

**Date:** 24/09/21

Mark Thomas (Head)

Clare Lewis (Careers Leader BTCT)

**Next review due by:** 24/09/22

1. Our Aim
2. Our Commitment
3. Objectives
4. Careers Provision
5. Provider Access
6. Responsibilities & Review

[Appendix 1](#)

[Appendix 2](#)

[Appendix 3](#)

Summary of the Gatsby Benchmarks

Provider Access Statement

Sample Careers Programme

## 1. Our Aim

At Brymore we endeavour to prepare our pupils for their future through a multifaceted approach to careers education. The three R's that we promote (Responsibility, Resourcefulness and Resilience) are an integral part of developing leadership qualities, interpersonal and employability skills.

Brymore's classroom activities and extra-curricular programme provide multiple opportunities for pupils to learn about the world of work and develop their entrepreneurial skills. Exposure to a diverse range of activities raises aspirations, provides insights into the career pathways open to them, and develops their skill set.

Our unique working farm and garden, for example, equip pupils with an understanding of careers within the land based sector, and business sustainability, functions and processes from production to sale. Each boy's farm and garden duties, their experiences in the workshops, visits by employers, and external visits (such as agricultural shows) develop their enterprise skills and work place experiences.

Careers education is the responsibility of all Brymore staff, and our boys can expect advice and guidance from both formal and informal conversations across the school campus. Careers education, information, advice and guidance (CEIAG) is formally delivered through tutors, house staff, the PSHRE programme, curriculum lessons, extra-curricular activities, and personal guidance meetings. But sometimes the best advice is learnt in wellies on the yard!

We have a [dedicated Careers web page](#) that signposts pupils and parents to further information and external links (see [here](#)). Clare Lewis is the Trust Lead for Careers and can be contacted via email [clare.lewis@btc-trust.org](mailto:clare.lewis@btc-trust.org)

### **The Careers Team:**

Jayne Taylor Lane is the SLT member with responsibility for Careers, and teaches English.

Mia Briggs is the school's Head of Careers (and PSHRE).

Clare Lewis is Bridgwater and Taunton College Trust Careers Lead. Clare is a qualified Secondary Geography teacher and Level 6 Careers Adviser.

## 2. Our Commitment

This policy covers the legal duty of schools to provide Careers Education, Information, Advice and Guidance to students in Key Stages Three and Four.

We are committed to:

- ✓ using the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance to underpin our careers provision
- ✓ providing supportive, impartial advice and resources to help students in their decision making
- ✓ advocating that careers education is the responsibility of all staff – it is integrated into the curriculum and learning of all year groups both in the classroom and in extracurricular activities
- ✓ involving parents and carers and our students in the review and development of careers work
- ✓ keeping our parents and carers informed via our Careers page on our website and parent bulletins
- ✓ working with stakeholders and all staff to be inclusive and ensure all our students have access to education and training that addresses their needs and potential
- ✓ deliver a high quality careers service with a level 6 qualified advisor and passionate and informed Careers Team

- ✓ providing access to a range of education and training providers for the purpose of informing our students about approved technical education qualifications or apprenticeships. (Please see our Provider Access Statement).
- ✓ regularly review our careers provision in line with the latest DfE guidance

Careers education is conducted in accordance with the Trust's equal opportunities policy, safeguarding policy and other relevant policies.

### 3. Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

1. To ensure that all students at the school receive a stable careers programme
2. To enable all students to learn from information provided by the career and labour market
3. The CEIAG programme should be individual and address the needs of each student
4. To link the curriculum learning to careers learning
5. To provide students with a series of encounters with employers and employees
6. To provide students with experiences of workplace(s)
7. To ensure that students have a series of encounters with further and higher education
8. To provide each student with the opportunity to receive personal guidance

Brymore believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' 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 supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

### 4. Provision

Careers education helps students develop their understanding of the options available to them, and equips them with the knowledge and skills they need to make successful choices. We hope to make the transition into post 16 education and training as easy as possible through a fun, accessible and informative careers programme.

We provide a range of careers events and activities for students across all age groups that includes:

- ✓ careers conventions (goals and aspirations day)
- ✓ HE and FE insight events and taster days
- ✓ Business and employer talks (Careers Breakfasts)
- ✓ Employability workshops (CV building, personal; presentation skills etc)
- ✓ Mock interviews
- ✓ Drop in Career Clinics
- ✓ Assemblies from employers, colleges and training providers
- ✓ Networking opportunities with alumni
- ✓ Apprenticeship information
- ✓ Year 10 week block of work experience (see separate Work Experience Policy)
- ✓ Signposting to virtual work experience opportunities and employability programmes (eg InvestIN)

Our Careers Calendar is regularly updated and informed by the pupils requests and needs. Please see an example of the Careers Calendar in Appendix 3.

## 5. Provider Access

The school has a clear Provider Access Policy setting out the manner in which providers will be given access to pupils. This policy is shown in Appendix 2 and is published on our website, as required by the Baker Clause.

## 6. Responsibilities, Monitoring & Review

**Governing Body:** There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement. This governor will ensure that the School has a clear policy on Careers Education, Information and Guidance and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks

**The Headteacher:** will ensure that the work of the Careers Team and CEIAG events are supported and monitored. They will ensure a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team. This nominated member is Jayne Taylor Lane.

**Review:** We regularly monitor the careers programme and seek feedback from students, parents and staff to ensure it is fit for purpose.

Our provision is self-assessed biannually through The Careers & Enterprise Company's Compass Assessment Tool which checks for compliance against GATSBY BENCHMARKS.

Student destinations are tracked and further support provided via close liaison with appropriate local support services so NEET figures are kept to a minimum.

The careers governor, careers SLT member and Head of Careers will review this policy annually.



## Appendix 1: The Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have 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.</li> <li>• The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, 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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every student 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</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul>

	range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
<b>6.Experiences of workplaces</b>	Every student 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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	All students 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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	Every student 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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



# Brymore Academy

## Provider access policy

**Approved by:**

**Date:** 27/11/20

Mark Thomas (Head)

Clare Lewis (Careers Leader BTCT)

**Next review due by:** 1/12/21

### Aims and statutory requirements

This policy statement aims to set out Brymore Academy's arrangements for managing the access of education and training providers to students for the purpose of giving them information about the provider's education or training offer. This complies with Brymore's legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

All students from Year 7 - 11 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships

- Understand how to make applications for the full range of academic and technical courses

## **Management of provider access requests**

A provider wishing to request access should contact: [office@brymoreacademy.co.uk](mailto:office@brymoreacademy.co.uk)

Telephone: 01278 652369

## **Opportunities for access**

A number of events, integrated into our careers programme, offer providers an opportunity to come into school to speak to our students/their parents/carers. We will always aspire to invite local providers to attend and support opportunities such as targeted career events, workshops and lessons, school-wide assemblies, tutor sessions, parent's evenings, networking events, post 16 options event, and focused individualised sessions.

Please contact the school to identify the most suitable opportunity.

## **Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

Our school's policies can be viewed [here](#).

## **Premises and facilities**

Once visits have been agreed, we will strive to provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available, in order that they can showcase what they do.

Sessions can be held in different venues according to the number of students and the requirements of the provider. We have several multi-functional spaces. Visits can be in the main hall for large assemblies, in the classroom with a smaller group, or in a communal space with high footfall for more informal pop-up stands.

We welcome literature such as prospectuses and appropriate material that provides information on future pathways for our students to read, and for display in relevant places around the school campus. This can be both hard copies and electronic. The latter can be shared in mail outs/careers notices sent to pupils, staff and parents.

## **Review**

This policy will be reviewed annually by the school's careers co-ordinator (Jayne Taylor-Lane) and Careers Leader of Bridgwater and Taunton College Trust (Clare Lewis). At every review, the policy will be approved by the school's senior leadership team.



## APPENDIX 3: Sample Careers Programme

<b>AUTUMN TERM</b>				
<b>Date</b>	<b>Year</b>	<b>Event</b>	<b>Where?</b>	<b>What's involved?</b>
22.9.21	Year 9, 10 & 11	Careers Breakfast 8.40-9.10am Wessex Water apprentice	Meeting Room	Meet the Expert: an informal opportunity for a small group of pupils to chat with a professional about a specific career pathway
6.10.21	Year 11	Taster Day Bridgwater and Cannington Campus, Bridgwater and Taunton College	Cannington and Bridgwater campuses	Pupils will opt to visit either the Bridgwater or Cannington campus.
7.10.21	Year 11	Bridgwater and Taunton College Year 11 assembly; Next Steps	Hall	Vicky Govier, School Liaison Team BTC Part 2
11.10.21 – 15.10.21	11	Y11 1:1 Guidance meetings with Future Smart Careers	Careers Hub in LRC	30 minute 1:1 careers guidance meetings with a level 6 trained careers advisor to discuss future options and aspirations. Each pupil will go away with an action plan to help support them on their next steps.
Wb 11 <sup>th</sup> Oct	10	Army day	Hall	STEM activities. Year group assembly followed by 2hr workshop
2.11.21	11	Careers Clinic: 1:1 guidance follow up	Careers Hub in LRC	Open door drop-in for any Year 11 boy who wants to talk further after their 1:1 guidance meeting.
17.11.21	Year 10 & 11	Careers Breakfast	Meeting Room	Meet the Expert: an informal opportunity for a small group of pupils to chat with a professional about a specific career pathway
23.11.21	9	Careers Clinic: GCSE Options	Careers Hub in LRC	Open door drop-in for any Year 9 boy wanting to chat about GCSE choices.
7.12.21	11	Careers Clinic: Finding & applying for Apprenticeships	Careers Hub in LRC	Open door drop-in for any Year 11 boy wanting support finding and applying for apprenticeships.
<p><b>Virtual work experience and insight events:</b></p> <ul style="list-style-type: none"> <li>October 14<sup>th</sup> <a href="http://vfairs.com">Somerset Careers Fair 2021 (vfairs.com)</a></li> <li><a href="#">Somerset Talented Academy</a> talks aimed at students in Years 10 and 11 to provide insight into local industries and to inspire and help them make informed decisions when considering their future pathways: <ul style="list-style-type: none"> <li>Health and Wellbeing week commencing 8th November</li> <li>Engineering and Manufacturing week commencing 15th November</li> <li>Environment, Plants and Animals week commencing 22nd November</li> <li>Digital week commencing 29th November</li> </ul> </li> <li>13-14 October Digital careers Spotlight Talks by World Skills UK. <a href="#">Register here</a></li> <li><a href="#">AirBus</a> are offering a two week free virtual engineering work experience programme for 14 years and over from November 15<sup>th</sup></li> <li>Software Engineering <a href="#">with JP Morgan</a> . Explore life as a software engineer with a virtual internship. Project based with opportunities to analyse data.</li> </ul>				
<p><b>COLLEGE OPEN DAYS:</b></p> <ul style="list-style-type: none"> <li>Bicton College 20<sup>th</sup> November</li> <li>Duchy College: Stoke Climsland 26<sup>th</sup> Oct &amp; 27<sup>th</sup> Nov, Rosewarne 27<sup>th</sup> Oct &amp; 27<sup>th</sup> Nov</li> <li>Sparsholt 9<sup>th</sup> Oct</li> <li>Exeter College 13<sup>th</sup> Oct, 17<sup>th</sup> Nov</li> <li>Richard Huish 6<sup>th</sup> Nov, 8<sup>th</sup> Nov</li> <li>Hartpury 25<sup>th</sup> Sept &amp; 16<sup>th</sup> Oct</li> <li>Bridgwater and Taunton College: Bridgwater 12<sup>th</sup> Oct, Taunton 13<sup>th</sup> Oct, Cannington 13<sup>th</sup> Nov</li> </ul>				

**CAREERS SUPPORT:** Mrs Lewis is available for 1:1 guidance. Appointments can be made [clare.lewis@btc-trust.org](mailto:clare.lewis@btc-trust.org), or boys can attend a lunch-time drop in Careers Clinic in the Careers Hub in the LRC. The Careers Hub in the LRC holds FE and HE prospectuses and Careers information.

**For parents:** A [helpful conversation starter article](#) from Balance Careers. A [guide for parents and carers of children age 11-24](#) to assist with thinking and planning future careers and what can be done to improve opportunities.

**For pupils:**

- Not sure of what your career could be? Try the [buzz quiz!](#)
- [Career Pilot](#) is a detailed online resource for people of all ages. It can help you with career pathways, course options and lots more.
- [Informed Choices](#) guide provides students with information, advice and guidance about their post-16 subject choices.

**Apprenticeships:** [Find Apprenticeships](#) and [www.careermap.co.uk](http://www.careermap.co.uk) will help to find apprenticeship jobs in your area. [Amazing Apprenticeships](#) a central hub for all the latest apprenticeship information.

