

# Careers, Education, Information and Advice and Guidance Local Protocol

## Beckfoot Oakbank: Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023) In accordance with section 42A of the Education Act 1997.

### Introduction

At Beckfoot Oakbank we have a strong commitment to CEIAG and futures. We are committed to providing year 7-13 careers and information guidance to allow students to think about, plan, reflect and refine their decision about their post 16 and post 18 options. As part of this, we aim to establish strong links with the wider community including industry experts, businesses, parents, Beckfoot Oakbank alumni and charities in order to prepare students for life beyond Beckfoot Oakbank. Our Careers Education programme is designed to meet the needs of all learners at Beckfoot Oakbank. Activities are personalised to ensure progression in their career learning and development, to strengthen their motivation, aspirations and attainment, and to get them to be excited about their future.

Beckfoot Oakbank recognises that it has a statutory and moral duty to provide careers education in Years 7 – 11 (1997 Education Act 2003 Regulations) and to give learners access to impartial careers information, education and guidance (1997 Education Act, 2008 Education and Skills Act). We are committed to providing a planned programme of impartial careers education, information, advice and guidance (CEIAG) for all learners in Years 7 – 11, in partnership with engaged providers; and to provide extra support as required for learners with additional needs.

Beckfoot Oakbank has embedded the eight Gatsby Benchmarks of Good Career Guidance into our students learning experience throughout their time with us.

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

### The Gatsby Benchmarks set out a framework for schools to deliver ‘good career guidance’.

<p><b>1. A stable careers programme</b></p>	<p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers</p>
<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 advisor to make use of the best available information.</p>

<b>3. Addressing the needs of each student</b>	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 schools careers programme should embed equality and diversity considerations throughout
<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.
<b>5. Encounters with employers and employees</b>	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 wide range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
<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 to expand their networks.
<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 the workplace.
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a careers 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.

## Gatsby benchmark comparisons (2022-23 Academic Year – evaluation)

Gatsby Benchmarks	2021 National benchmarks – schools meeting	December 2022	March 2023	July 2023
<b>1. A stable careers programme</b>	43%	76%	82%	82%
<b>2. Learning from career and labour market information</b>	66%	60%	80%	80%
<b>3. Addressing the needs of each student</b>	38%	90%	90%	100%
<b>4. Linking curriculum learning to careers</b>	60%	81%	37%	68%
<b>5. Encounters with employers and employees</b>	56%	75%	75%	75%

<b>6. Experiences of workplaces</b>	36%	62%	50%	50%
<b>7. Encounters with further and higher education</b>	33%	91%	91%	91%
<b>8. Personal guidance</b>	65%	100%	87%	100%

## Development of the policy

The policy for CEIAG supports and is itself underpinned by a range of key policies - especially those for teaching and learning, assessment and recording achievement, PSICHE, looked after children and special educational needs/LLD and equal opportunities.

We regularly consult with our external providers, LEP, Go Higher and the Careers Bradford throughout the year to improve and update our provision, ensuring that CEIAG is relevant, informative and matches current labour market information and the individual needs of our students. We actively seek out best practice across the country and adapt our programme accordingly.

It is strongly aligned with the Beckfoot Trust vision of creating remarkable schools and supports one of the trust's key ambitions to support future-ready young people. This demonstrates a key commitment to responding to the specific needs of all learners and inspire creativity, ambition and enthusiasm for learning, ensuring that no child is left behind. Beckfoot Oakbank is a learning community in which we all – staff, students and parents – share a common set of values to enjoy, to learn and to succeed.

## Pupil entitlement

All pupils in year 7-13 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
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, careers conventions, emailed opportunities, group discussions and taster events
- understand how to make applications for the full range of academic and technical courses and support with interview techniques

## Provider Access Legislation (PAL)

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third phase' (year 12 to 13), particularly those who have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend. These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- Explain what career routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- Answer questions from students

## Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the Making it meaningful checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

## Previous providers

In previous years we have invited the following providers from the local area to speak to our students or taken students to visit the providers: Keighley College/ Craven College/ Shipley College and a wide variety of providers at the Elland Road University and Apprenticeship Fair.

## Equality and Diversity

We constantly strive to raise aspirations through our CEIAG provision, promoting equality of opportunity, celebrating diversity and challenging stereotypes in support of the Public Sector Equality duty under Section 75. This is in line with the Trust's equality, religious and cultural needs policy and the whole school vision. This is promoted actively through our external providers and the wide range of employer encounters to which students have access. We take opportunities through STEM and those promoted through the CEC and our external providers. We adapt resources as necessary to suit the needs of all learners. We have strong links with Oxbridge providers, subject enrichment events and exposure to a wide variety of employers and providers and we work closely with Realising Opportunities and the Social Mobility Foundation, as well as the Talent Foundry (London).

## Summary of individual career curriculum – Year 7-13:

Below are the year group student entitlements.

YEAR 7	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.  Bradford manufacturing week	Start profile launch with parents and students through unifrog.  There are opportunities through lessons and on display boards, interactive screens, through Year 7 careers teams page, display boards around the school, reference to subject links and employment, and at careers club.	HPO assembly on benefits of FE/HE  <b>Open Minds/Future Ready?</b> Careers, jobs, and choices. Hays inspire – education.	National Careers Week  <b>Open Minds/Future Ready</b>  British values  National Careers Week  Stereotypes   Employability skills	There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.	Bradford University visit – enrichment week
<b>Gatsby Benchmark</b>	4	2, 3, 4	2, 4, 7	2, 4, 5, 6, 7	4	4, 6
<b>Career focused assemblies/tutor time</b>	National Coding Week – Bradford Manufacturing	Tomorrow’s Engineers Week	Apprenticeship Week	National Careers Week  Careers in Science Week	Games Careers Week	What’s your dream job?
<b>British values and diversity</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty.					
<b>Key drivers and skills</b>	Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.					

Year 8	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p>Bradford manufacturing week</p> <p><b>Open minds/Future Ready- teamwork</b></p>	<p>Start profile launch with parents and students through unifrog.</p> <p>HEPP Assembly on benefits of FE/HE</p> <p>There are opportunities through lessons and on display boards, interactive screens, through Year 7 careers teams page, display boards around the school, reference to subject links and employment, and at careers club.</p>	<p>HPO assembly on benefits of FE/HE</p> <p><b>Open Minds/Future Ready</b> – learning to learn, careers and job choices</p>	<p>National Careers Week</p> <p><b>Open Minds/Future Ready</b></p> <p>Careers Week</p> <p>Careers action plan</p> <p>Educational pathways</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p>Get into STEM event</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p><b>Open Minds/future ready- careers (HEPP), Careers action plan</b></p>
<b>Gatsby Benchmark</b>	4	2, 3, 4	2, 4, 7	2, 4, 5, 6, 7	4, 6	4, 3, 4
<b>Career focused assemblies/tutor time</b>	National Coding Week – Bradford Manufacturing	Tomorrow’s Engineers Week	Apprenticeship Week	National Careers Week Careers in Science Week	Games Careers Week	What’s your dream job?
<b>British values and diversity</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty.					
<b>Key drivers and skills</b>	<p>Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.</p> <p>Careers advisor individual interviews/Uni Connect – HEPO interviews</p>					

Year 9	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p>Bradford manufacturing week</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Year 7 careers teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p><b>Open Minds/Future Ready</b></p> <p>Start profile</p> <p>Unifrog</p> <p>Hays Inspire</p>	<p>HPO workshops – choices and pathways evening</p> <p><b>Options launch through Open Minds</b></p> <p><b>Open Minds/Future Ready</b> –</p> <p>Investigating careers, skills and qualities, stereotyping and careers, pathways and choices, career action plan</p>	<p>National Careers Week</p> <p>Options guidance</p> <p><b>Open Minds/Future Ready</b></p> <p>Careers Week</p> <p>Being an employee</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p>
<b>Gatsby Benchmark</b>	4	2, 3, 4	2, 4, 7, 8	2, 4, 5, 6, 7, 8	4	4
<b>Career focused assemblies/tutor time</b>	National Coding Week – Bradford Manufacturing	Tomorrow’s Engineers Week	Apprenticeship Week	National Careers Week Careers in Science Week	Games Careers Week	What’s your dream job?
<b>British values and diversity</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty.					
<b>Key drivers and skills</b>	<p>Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.</p> <p>Careers advisor individual interviews/Uni Connect – HEPO interviews</p>					

Year 10	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p>Bradford manufacturing week</p> <p><b>Open minds/Future Ready-</b> Transition into GCSE, where can your GCSE's take you?</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Year 7 careers teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p>HEPP workshops – benefits of higher education, local university presentation</p> <p><b>Open minds/future ready</b> – start profile Unifrog, Hays Inspire</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Year 7 careers teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p><b>Open Minds/Future Ready</b> – careers action plan</p>	<p>Post 16 questionnaire</p> <p>National Careers Week</p> <p>ASK Apprenticeship assembly</p> <p><b>Open Minds/Future Ready</b> – careers week, enterprise, and self-employment</p>	<p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p><b>Open minds/future ready-</b> change and the world of work</p>	<p>Careers interviews to start with school's career advisor</p> <p>University visit-enrichment</p> <p>There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.</p> <p><b>Open Minds/future ready-</b> careers</p>
<b>Gatsby Benchmark</b>	4	2, 3, 4, 7	2, 3, 4, 6, 8	2, 4, 5, 6, 7	4, 7	4, 8
<b>Career focused assemblies/tutor time</b>	National Coding Week – Bradford Manufacturing	Tomorrow's Engineers Week	Apprenticeship Week	National Careers Week Careers in Science Week	Games Careers Week	What's your dream job?
<b>British values and diversity</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty.					
<b>Key drivers and skills</b>	Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.					
	Careers advisor individual interviews/Uni Connect – HEPO interviews					



Year 11	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.  Bradford manufacturing week	There are opportunities through lessons and on display boards, interactive screens, through Year 7 careers teams page, display boards around the school, reference to subject links and employment, and at careers club.  HEPP workshops – benefits of higher education	Post 16 drop down morning  Day in the life of a sixth form student  ASK Apprenticeship workshops    HEPP Workshops – progress careers. Careers skills, army/navy activities	National Careers Week  There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.	There are opportunities through lessons and on display boards, interactive screens, through Y7 career teams page, display boards around the school, reference to subject links and employment, and at careers club.	Virtual work experience opportunities after exams through speakers for schools  Final career meetings
<b>Personal Guidance</b>	Careers advisor individual interviews /Uni Connect – HEPO interviews					
			Post 16 interviews (SBO)			
<b>Gatsby Benchmark</b>	4, 8	4, 7, 8	2, 3, 4, 6,7, 8	2, 3, 4, 5, 6, 7, 8	4, 8	
<b>Career focused assemblies/tutor time</b>	National Coding Week – Bradford Manufacturing	Tomorrow’s Engineers Week	Apprenticeship Week	National Careers Week Careers in Science Week	Games Careers Week	
<b>British values and diversity</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty.					
<b>Key drivers and skills</b>	Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.					

Year 12	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	<ul style="list-style-type: none"> <li>• Launch of Unifrog</li> <li>• V is for vision introduction (where are you now questionnaire)</li> <li>• Launch of realising opportunities and reach for excellence</li> <li>• VESPA – dreams for goals (where do you see yourself by your 21<sup>st</sup> birthday)</li> <li>• Graduate destinations focus</li> </ul>	<ul style="list-style-type: none"> <li>• University fair for all year 12 at Elland Road in Leeds</li> <li>• Launch of social and mobility and higher education with Cambridge University</li> </ul>	<ul style="list-style-type: none"> <li>• Unifrog re-cap on destinations during computer-based sessions</li> <li>• Labour market information update</li> </ul>	<ul style="list-style-type: none"> <li>• Destination survey to be complete by all Students by Easter</li> <li>• Leeds Trinity Summer school promotion</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 with post 16 team regarding destinations</li> <li>• Launch of UCAS</li> <li>• Apprenticeship focus group identified</li> <li>• UCAT applications opens end of May</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up 1-1 with post 16 team regarding destinations</li> <li>• Tutors 1-1 support for UCAS applications and personal statements</li> <li>• Opportunities for work experience placements virtually and face to face</li> <li>• Start of apprenticeships focus group</li> <li>• Hap 1-1 support provided by MDE to dentistry and medicine students</li> <li>• Enrichment week – university visits, subject carousel, apprenticeship talk</li> </ul>
<b>Gatsby Benchmark</b>	2, 3, 4, 7, 8	2, 4, 8	2, 3, 4, 8	3, 7, 8	3, 4, 7, 8	3, 5, 6, 7, 8
<b>Career focused assemblies</b>	Launch of Unifrog destination platform tools. V is for vision assembly of reach for excellence and realising opportunities, graduate destinations assembly	Assembly for social mobility	Links made in assembly to labour market	Leeds trinity summer school assembly	UCAS assembly Apprenticeships assembly	Work experience assembly
<b>British values and diversity</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty.					
<b>Key drivers and skills</b>	Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.					
	Careers advisor individual interviews/Uni Connect – HEPO interviews					

Year 13	HT1 (Sept/Oct)	HT2 (Nov/Dec)	HT3 (Jan/Feb)	HT4 (March/April)	HT5 (May/June)	HT6 (June/July)
<b>Content</b>	<ul style="list-style-type: none"> <li>UCAS, personal statement, support by tutors</li> <li>Apprenticeship destinations focus group WFR Thurs/Fri</li> <li>Journey of life resources focuses on starting salaries and deductions</li> <li>UCAT deadline 22 September</li> <li>BMAT deadline 22 September and test date October</li> <li>Thursday 13 October medicine and dentistry deadline</li> <li>Graduate destinations focus</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship focus group</li> <li>Internal UCAS deadline Wednesday 1 November</li> <li>1-1 support still provided by tutor group for UCAS and personal statement</li> <li>Apprenticeship destinations focus group with WFR Thurs/Fri</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship focus group continues</li> <li>Student finance applications open</li> <li>Boys and Hap focus groups with MDE &amp; EEL</li> <li>Update UCAS offers spreadsheet – EEL</li> <li>Final deadline for UCAS January</li> <li>Labour market information update</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship focus group continues with WFR</li> <li>Boys and HAP focus groups with MDE and EEL</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship focus group continues</li> <li>Student finance deadline</li> <li>Boyd and Hap focus group with MDE and EEL</li> <li>Styden</li> </ul>	
<b>Personal Guidance</b>	1-1 support with tutors, regarding data and UCAS, 1-1 check ins completed by post 16 team					
<b>Gatsby Benchmark</b>	2, 3, 4, 7, 8	3, 5, 7, 8	2, 5, 7, 8	3, 5, 8	3, 5, 7, 8	
<b>Career focused assemblies</b>	Graduate destinations assembly	TBC	Links made in assembly to labour market			
<b>British values and diversity</b> <b>Key drivers and skills</b>	SMSC/British Values/ART – students discuss and debate a wide variety of social issues displaying democratic principles, resilience and tolerance of the views of others, mutual respect, rule of law and individual liberty. Resilience, aspiration, community, responsibility, confidence, critical thinking, analysis and evaluation, collaboration and teamwork, presentation skills, written communication, problem solving, creativity, aiming high and staying positive.					

# Coordination of CEIAG

## Careers lead

Manny Delgado (Assistant Head) – Oversees the careers programme including the strategy, vision and its delivery.

## Personal advisor

Lee Grant - Level 6 Post Graduate Diploma in Careers Guidance (DCG). They work closely with school's Careers Lead, to help them meet their responsibilities for the delivery of CEIAG services.

## Outreach progression officer

Will France – Go Higher, West Yorkshire

The lead meets regularly with the AHT for personal development, Neil Moules, the SEND Co-ordinator, Rebecca Lonsdale, the sixth form team. The team is line managed directly by the Headteacher, Liz Hart through weekly update meetings.

The Beckfoot Oakbank Team are quality assured through internal and external reviews and are part of the whole school's appraisal process. This process identifies specific training needs. When whole staff careers training is required, this is delivered through whole school CPD events and sessions, online training, communication through tutor teams and via faculties. The programme is constantly reviewed and evaluated following outcomes.

Staff resources are developed centrally by the futures team, staff body and also by our external providers. They are distributed by the team to relevant members of staff in preparation for year 9 options, post 16 options, careers events and PSHCE activities.

## Budget

Our careers provision is funded through a centrally managed budget and virtual funding offered through the CEC and Integrated Bradford. We also take opportunities offered free to the school through volunteer groups, local businesses, and volunteers.

## Activities for all year groups

Careers Education assemblies are delivered throughout the year. Students will be given access to employers and the world of work at various points throughout the academic year and given updates on the current Labour Market.

All students will have access to our impartial Careers Education Personal Advisor throughout the school day and will be able to explore Careers and online resources through their individual Careers and Advice Teams Page. The wider community is informed of careers advice and guidance through weekly updates in the Head's Blog, focusing on speakers for schools and their virtual; work experience offer.

## Careers pilot

Students from year 7 upwards have access to Careers Pilot, a careers platform which brings all the available information into one single, impartial, user – friendly site which helps students make the best choices and submit the strongest applications. We encourage students to build up their profiles and explore the

opportunities available as part of our tutor time programme. Individual student profiles log activities from year 7 upwards to better inform and advise students throughout their education. A fully comprehensive series of assemblies and information on TEAMS pages and letters sent home to parents explaining how to access this platform.

## Speakers for schools

Students from year 7 have access to Speakers for School, a superb platform offering virtual work experience opportunities, as well as careers, advice, and guidance.

## PSHCE

Students in years 7-11 follow a programme of Futures focused PSHCE lasting approximately 6 weeks. This is delivered annually as part of the PSHCE programme and materials have been adapted to suit all year groups. Students in sixth form follow the VESPA tutoring programme, Journey of Life and Open Minds lessons, and have access to a wide range of lectures on various topics outside their subject areas.

## Career club

Every Thursday and Friday Lunchtimes for all key stages with a high focus on KS4 and KS5 college and university and apprenticeship application guidance.

### Outlined below is an overview of the types of experiences students will access at different stages

EVENT	DESCRIPTION
Careers Fair	The big event of the year showcasing employers and FE/HE providers. Brought to us by LEP. Delivered every year with a wide variety of employers and providers showcasing opportunities. For years 9-13
Small targeted events	University and Apprenticeship Fair at Elland Road
Small targeted events	Go Higher Attainment Raising project
Assembly week	Opportunities for all students to gain access to employers and providers exploring career options and training. Specific focus on apprenticeships and training
Sixth form work experience	July
Employability skills	Classroom sessions run with Own Futures covering Apprenticeships/Qualities/CV Writing/Interview Skills
Medical mavericks	An opportunity to explore careers in medicine
Go higher	Classroom session run by Go Higher West Yorkshire
Careers panel	6 volunteers answering questions from 6 classrooms on rotation (volunteers) per hour
Interview practice	Students have a mock interview with an employer and dress to impress for the event.
Speakers for schools	An opportunity to visit local businesses and explore the day-to-day operations of a workplace.
HE/FE visits	Students in year 7-9 visit a variety of providers for the day. This includes universities, colleges and providers such as: Keighley College, Shipley College, Leeds City College, Huddersfield Uni, Leeds Beckett Uni

Events and activities are delivered in a variety of ways. For example, they are incorporated into tutor time activities which are short half hour sessions. Events involve time off timetable, this could be one hour session or a full day activity.

We actively seek out new resources, posters, information, and guidance leaflets etc. to complement our programme and enhance the information and guidance on offer to our students. These are sourced through our external providers and best practice sought out via twitter and network links.

## Sixth form

Specific support is given to students in sixth form in preparation for their next steps including:

- Work with various universities
- Support with personal statements and UCAS applications
- Apprenticeship tutor group – ran by Will France
- Mock interviews
- Career specific tasters - dentistry, law etc.
- Student finance and budgeting sessions
- Email communication about open days, conferences, webinars, courses etc.
- Teams career page

## Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

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

## Premises and facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available any specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the careers team which we will make available in the Careers Office – based in the Sixth Form.

## Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with the careers lead: [mdelgado01@beckfootoakbank.org](mailto:mdelgado01@beckfootoakbank.org).

## Parents/Carers

If parents are keen to get involved or wish to feedback about our provision, please contact Lee Grant via student reception 01535 210111

We keep in touch regularly throughout the year through regular updates on twitter, our comprehensive website, newsletters sent home and text communication. We will also be available at key parents evenings such as year 9 options and our post-16 open evening. Our website is promoted through texts, newsletters and parents evenings.

## Evaluation

### External measures

To assess the careers programme's impact on students, we complete regular compass evaluations (October and April) to assess our performance against all Gatsby measures. This is backed up through our annual NEET figure, and participation and engagement feedback following careers appointments, events and visits.

### Parental engagement

We promote engagement through our blog, our website, texts home and through availability at Parent's Evenings and Open Evenings. This continues to be high priority.

## External providers

We work closely with three main providers, LEP and Go Higher West Yorkshire and Xperience (Careers Bradford) supported by various Further and Higher Education providers. We maintain relationships with providers through regular phone calls, emails and where possible face-to-face meetings.

The LEP provides additional support and opportunities. [West Yorkshire Business and Skills Support - West Yorkshire Business and Skills Support \(wybusiness-skills.com\)](https://www.wybusiness-skills.com) We have an assigned link and attend regular meetings. We also take up opportunities offered by local businesses such as assemblies, workplace visits and small workshops. Our Enterprise Co-ordinator, Stella Chang from LEP supports our programme.

The CEC provide additional support and opportunities <https://www.careersandenterprise.co.uk/> We also take up opportunities offered by local businesses such as assemblies, workplace visits and small workshops.

We welcome further opportunities from local employers and community links. Please contact Manny Delgado, Telephone: 01535 210111

We welcome feedback and suggestions from parents/carers on any aspect of the CEIAG programme to the CEIAG Lead (Manny Delgado: [Mdelgado01@beckfootoakbank.org](mailto:Mdelgado01@beckfootoakbank.org) Telephone: 01535 210111).

*Updated September 2024*

*Next review October 2025*