



**Greys
Education
Centre**
Aspirational • Collaborating

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Careers Guidance and Development Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Headteacher

Date: July 2025

Approved by: Greys LGB

Date: July 2025

Review Date: July 2026

Careers Guidance and Development Strategy

Introduction

Greys Education Centre aim to fully prepare our young people for life beyond school.

It is important that when students leave Greys Education Centre they are aware of themselves as individuals and of the opportunities available to them and that they feel empowered to make decisions about their next steps into the world of training, learning and work. We aim to inspire and provide exciting opportunities for our students and encourage our students to be ambitious in the next stage of their lives.

Our careers guidance and development programme aims to provide personalised information, advice and guidance and address the needs of each individual student. All staff contribute to the implementation of this policy through their role as tutors and as subject specialists.

Collaboration is integral to our strategy, as we engage with various external agencies to meet the mandatory requirements outlined in the Department for Education's new careers strategy. Partnerships with The Careers and Enterprise Company (CEC), South East Midlands Local Enterprise Partnership (SEMLEP) Further Education (FE), Higher Education (HE) providers and local employers show our commitment to a comprehensive approach.

Context

Greys Education Centre have Careers and Apprenticeship Advisors appropriately trained to EFA requirements, who, alongside teaching staff, deliver a planned, progressive programme of activities for students.

Our careers guidance and development programme are made up from in-house support and face-to-face guidance sessions alongside using external sources to gain advice and guidance for our young people.

We place a high importance on giving our students real-life insights into the workplace and have strong links with local Colleges and training providers. Our aim is that before a student leaves year 11 they have had at least 4 meaningful encounters with an employer or employee.

We develop sustainable links with local businesses with the help of our Enterprise Advisor and SEMLEP. It is important for our students to engage with employers and gain an insight and understanding of the skills needed within employment. As part of the careers guidance and development programme we will invite employer representatives and inspirational speakers in to talk to our students and will take students on trips to skills/job fairs and local workplaces.

The following policy has been developed to underpin and support our Strategic Plan in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' January 2018 and The Education (Careers Guidance in Schools Bill) 2021. Schools are also required to comply with the legal obligations under Section 42B of the Education Act 1997, which outlines that schools must create a statement that sets out the arrangements for managing the access of providers to students for the purposes of giving them information about the provider's education or training offer. This policy statement is available to view on the school website.

Statutory legal requirements:

- Sections 42A1, 42B and 45A of the Education Act 1997

- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all students.

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for students in Year 7 – Year 11 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the Gatsby Benchmarks regarding person guidance and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Ensure the trust's CEIAG is aligned with the South East Midlands Local Enterprise Partnership (SEMLEP) 'Growing People' skills plan with Careers and Enterprise Company support through focus on employer engagement, relevant labour market information and provision.

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers leader

As set out within the Department for Education's Careers Strategy Greys Education Centre is required to have a designated member of staff named as our school's Strategic Careers Lead, who will be supported by a member of our Senior Leadership Team. The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks. Serena Francois (Careers Lead) and Katie Bastians (Independent Careers Advisor) will work collaboratively to provide both the Head Teacher and the board of governors with regular updates on progress around careers and will work effectively with SEMLEP, our local career enterprise co-ordinator and local employers to ensure we deliver this strategy.

Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities

- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to: Make sure they know which pupils are in care or are care leavers, understand their additional support needs and that their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Targeted support for vulnerable and disadvantaged young people

- As an Alternative Provider, a large number of our students will require targeted support in order to achieve their full potential. Our staff have high aspirations for our students and will focus on their self-exploration and awareness for students to also have high aspirations for themselves.

Pupils with special educational needs or disabilities (SEND)

Our SEND students will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed.

Our careers leader will work closely with the SENCo, teachers and where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

The SENDCo for Greys Primary and Secondary is Chantelle Di Iorio (chantelle.iorio@biltt.org).

Operation

- Each student receives individual personal guidance (face-to-face) sessions with an **Independent** Careers and Apprenticeship advisor. **The advice they give is accurate, up to date and impartial.** This service is delivered by our commissioned external specialist careers guidance practitioner, as stated in the Education Action 2011. A Level 7 Practitioner is available on a weekly basis to enhance the service
- To ensure that before a student leaves year 11 they will have had at least 4 encounters with an employer/employee.
- To ensure that students have experiences of further and higher education. Including visits to local Post 16 and higher education providers, workshops from the Department for Work and Pensions and for previous Greys alumni to host a Q&A session about their own experiences and life after Greys.

- To ensure that students receive and know how to research career and labour market information.
- To ensure that careers are linked throughout the curriculum – particularly in STEM subjects, English and PSE.
- To ensure that students understand their duty to participate in education/training after 16.
- To make it clear to students that if they do not achieve a grade 4 (previously Grade C) or better in GCSE Maths or English by the end of Year 11 they will be required to carry on studying these – at a sixth form, college or as an apprentice.
- To use career websites with students such as National Careers Service website and industry specific websites for example Go-construct for construction, Careers in Sports for sports and Careers That Move for transport. **Ensuring students have access to, and be able to use, a variety of careers and labour market information.**

Monitoring, evaluating and improving

- Greys Education Centre use destination data to monitor the choices made by students at the end of Year 11.
- We aim to reduce the levels of NEETs through stronger links with external sources and businesses and starting transitions early. Recent research from SEMLEP has shown that if a student has 4 meaningful encounters with an employer, then they are 86% less likely to become NEET.
- Yearly evaluation of NEET student levels.
- An annual development plan is completed which shows in detail how this strategy is delivered to the students.
- Feedback is gathered and analysed from questionnaires from students, parents and external agencies on the Careers provision. This will be carried out at least once every three years.
- On a termly basis, Compass Tracker is completed (online evaluation tool) with the support of the Careers and Enterprise Company.

Respect, Openness and Honesty

- At Greys Education Centre we treat everyone with respect.
- It is important to listen to the interests and aspirations of our young people and give impartial and confidential advice.
- We will work to prevent all forms of stereotyping and misconceptions and ensure that students from all walks of life and backgrounds are able to consider the widest possible range of careers and opportunities.

We actively welcome feedback to enable us to continually improve and develop our careers programme for our young people. If you wish to comment or provide feedback on any aspect of our careers programme, please email our careers lead Serena Francois (serena.francois@biltt.org).