



**SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)  
BOURNE ACADEMY - SPALDING ACADEMY -  
GILES ACADEMY – COWLEY ACADEMY**

# **CAREERS POLICY**

**(inc. Provider Access Policy - appendix 2)**

**Aspire - Challenge – Achieve**

<b>Owner</b>	<b>Approval</b>	<b>Date Approved</b>
<b>L Barber</b>	<b>J Hind</b>	<b>September 2023</b>
<b>Policy Type</b>	<b>Date of Next Review</b>	<b>Approved by</b>
<b>Trust Wide</b>	<b>July 2025</b>	<b>Executive Headteacher</b>

# Careers Education, Information, Advice and Guidance (CEIAG) Policy

## Context

South Lincolnshire Academies Trust (SLAT) comprises of four non-selective academy schools, Bourne, Giles, Spalding and Cowley Academies which operate within the selective school catchment area of South Lincolnshire. The schools provide for the needs of just under 3500 students and are ranked as some of the top performing schools in Lincolnshire as evidenced by DfE data. Bourne and Spalding academies feed in to the Sixth Form located at Bourne Academy which offers a mix of GCE, GCSE and vocational courses.

## **Vision and Purpose**

All young people need a planned programme of activities both to help them choose appropriate pathways at 14, 16 and 18 and to enable them to manage their careers, career progression and sustain employability throughout their lives. The Trust provides impartial Careers Education, Information, Advice and Guidance (CEIAG) to support students' transition, not only to further or higher education, vocational training or employment, but to support them in becoming independent managers of their own careers.

All students have an entitlement to CEIAG and SLAT encourages students to aspire and value lifelong learning, provide opportunities to develop key employability and enterprise skills, all of which which are highly valued by employers, colleges, universities and apprenticeship providers.

The CEIAG Programme has been developed to engage parents and local employers, both in school and externally, to support our students in becoming employable and aspirational young people in accordance with the recommended Gatsby Benchmarks (Appendix 1).

## **The Aims of this policy:**

The aim of this policy is provide the necessary structure for students to develop the required skills, knowledge and resilience in order to independently manage their future careers. All students participate in careers related activities though embedded careers related curriculum learning and specific careers related activities as outlined in the careers calendar.

All members of staff are expected to be aware of this policy and the importance of CEIAG in the whole of the curriculum and not just the responsibility of the careers team.

## **Strategy:**

In line with statutory guidance, the Trust is committed to working towards the establishment of practice in line with the eight Gatsby benchmarks (set out in the Gatsby Charitable Foundation's *Good Career Guidance*) and will aim to secure a quality award for CEIAG in due course.

There is a Careers Lead in place who works across the Trust, who advises the senior leadership team and governors on statutory requirements and developments within CEIAG. In addition, the Trust has a member of staff to manage the day to day running of the careers programme.

The Trust works with Greater Lincolnshire Enterprise Partnership (LEP) / Careers and Enterprise Company's Enterprise Coordinator, LincHigher and the Careers Hub Network to support all staff and to ensure all staff are aware of developments and the importance of embedding careers across the curriculum. The Enterprise Coordinator also supports the Trust in identifying areas for staff development. The Trust's aim is to have at least one member of staff to qualify at QCF Level 6 Diploma in Career Guidance and Development. Throughout their time within the Trust, students can access internal impartial information and advice at any time and can request an appointment with a Level 6 trained external careers adviser at key points during the academic year. Parents are also welcomed to contact the Trust for advice and support.

All Trust staff contribute to the CEIAG programme, providing subject specific information in lessons by highlighting the employability skills demonstrated within lessons and including reference to links to industry and career pathways where appropriate whilst the governing body is involved in the development of CEIAG across the Trust with a named governor linked to Careers.

All students from Year 7 onwards will have access to a comprehensive and impartial programme of careers and work related learning activities. These will include formal delivery of dedicated CEIAG topics via PSHE in Key Stage 3 and SMSC in Key Stage 4 and 5. CEIAG is also covered during tutor time, within other curriculum areas, external visits, internal presentations and collapsed timetable events. In addition, there will be information evenings for students and parents/careers at significant points throughout their time at school.

Should students continue within the Trust, Work Experience in Key Stage 5 is an important part of the programme and will take place during Year 12. Students are encouraged to find their own placements to suit their career plans, but are supported by the Careers Lead to ensure that placements are suitable and sufficiently challenging. The Trust will work closely with Health and Safety Consultants to ensure the quality and safety of work placements. CEIAG has a specific budget allocation which is used to develop the resources available to students, to support work placements in Year 12 and to ensure that selected trips and visits are accessible to all.

The Trust collects destination data for all Year 11 and Year 13 leavers which is shared with Lincolnshire County Council. The destination data is tracked over a 3-year period, identifying trends and target groups.

External Partnerships and service levels agreement are developed, implemented and reviewed on an annual basis with Health and Safety Consultants for work experience, specialist externally contracted careers guidance interviews and the LEP for links with employers. The Apprenticeship Support and Knowledge project (ASK) assist with the dissemination of information on apprenticeships. The Trust are continually working to establish external partnerships and welcome contact from any business, further or higher education provider via the Careers Lead.

The Careers Strategy and Careers Programme for each school within South Lincolnshire Academies Trust can be found in the CEIAG area of the school's website.

### **Partnership Working**

- Enterprise advisers – support with careers related activities and links to local employers
- Enterprise Coordinators – support school with careers related activities, link with Careers Hub network
- LincHigher – support and funding for careers related activities
- Careers guidance providers – impartial careers guidance to Level 6

- Employers – work experience providers and support with careers related activities
- Universities and colleges – visits, outside speakers, online learning, applications
- Apprenticeship providers – visits, outside speakers, online learning, applications
- Independent training providers.

### **Governor’s Responsibility**

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

1. Based on the eight Gatsby Benchmarks
2. Meeting the school’s legal requirements. The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 to 13. There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

### **The Career Guidance CEIAG Curriculum**

The whole school curriculum has been developed to ensure that impartial, balanced careers related education is delivered to all students.

- Cross curricula audits are carried out annually to identify strengths and weaknesses in delivery of career related learning
- Careers activities and events – see the SLAT careers calendar for the full programme of events (all events are subject to change); Year 12 have a planned annual visit to a university, the National Apprenticeship Show. SEND and vulnerable students have the opportunity to attend a supervised transition visit to Stamford College, Boston College and Peterborough College
- Work related learning includes experiences of the workplace and enterprise activities. Sixth Form have the option to undertake work experience placements, work place visits and meaningful encounters with employers
- Employer encounters – students across all key stages have access to career based assemblies, employment sector specific careers talks and mock interviews
- Wider curriculum activities – PSHE activities days, a careers fair, and whole school activities such as university week and career progression week
- Pastoral care and guidance – individual meetings with students and support which is ongoing throughout the academic year, collation of destination data for post 16 and post 18 school leavers
- Tutorial time and assemblies – careers related activities include ‘Job of the Week’, Post 16, Post 18 evening events, numerous assemblies on topics such as labour market information, apprenticeships etc.

### **Monitoring, Evaluation and Review**

The Careers Team across the Trust undertake an annual review of the Careers Programme and regular checks of progress towards The Gatsby Benchmarks, these are carried 3 times per academic year. This review and evaluation, based on feedback from students, staff, external partnerships and parents, shapes the planning for the next academic year. The impact of the CEIAG Programme is measured using the feedback from stakeholders, destinations data and case study work. A report is given to the

senior leadership team and careers governor. Priorities for development of the CEIAG Programme will be identified in the School Development Plan.

The Executive Headteacher will ensure that:

1. The work of the Careers Advisor and CEIAG events are supported and monitored
2. A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

1. Feedback from stakeholders and parent survey;
2. Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
3. The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county
4. The governors will review this policy every three years. Also, self-evaluations with CEC and Enterprise Adviser using Compass+ against the 8 Gatsby Benchmarks

### **Role of the Careers Leader**

The main aspects are to:

- Lead all aspects of the careers strategy across the Trust
- Regular liaison with the SLT link
- Ensure that all leavers successfully progress onto the next stage of their education or career
- Liaise with subject departments to promote careers related learning
- Line management of the Careers Administrator
- Maintain Careers budget and resources
- Keep up to date with latest developments and knowledge relating to careers education
- Liaise with external agencies and providers
- Ensure that all Careers information is GDPR compliant
- Assess progress against the Gatsby Benchmark and evaluate careers provision
- Maintain student records and produce annual Careers reports to parents
- Full details are outlined in the Careers Lead Job description.

### **Assessment, Recording and Reporting**

It is our aim to provide an annual careers report which outlines participation in careers related activities and illustrates progression across Years 7 to 13 using Compass+. The impact of the careers programme is measured using the Gatsby Benchmarks and the Compass+ system.

## **Information:**

**Careers Library:** will be well maintained, kept up to date and include a range of easily accessible resources, including college brochures, university prospectuses and apprenticeship providers' information.

**ICT:** all students will be encouraged to develop ICT skills through access to CEIAG/work related programmes. Parents are encouraged to support their children by accessing these resources or the reports from home. Students will also have opportunities to explore relevant websites and make Post 16 applications to sixth form, colleges or apprenticeship providers via the Internet.

**Careers Displays:** will be eye catching and regularly updated around the Trust schools, particularly in the careers library, on TV screens and the Sixth Form centre to include job advertisements and apprenticeship opportunities, open days, careers talks etc. Parents will be kept updated via the newsletter and website.

**Data Protection and sharing:** students and/or their parents/carers should be aware that basic on-roll school data is provided to some external agencies i.e. the careers guidance specialist and work experience providers when required and in support of the student, but there is the opportunity to opt out. Please contact the Careers Lead in the first instance.

**Additional Needs:** support is provided for students when completing specific tasks, as determined by the SEND team.

**Interviews:** Trust staff will meet with students on an informal basis to provide general advice relating to future career planning and option choices.

## **Legislation and guidance documents referred to during the development of the programme are:**

DfE Careers Strategy – January 2018

DfE Careers Guidance and Inspiration in Schools – April 2017

DfE Careers Guidance and Access for Education and Training Providers – July 2021

CDI (Careers Development Institute) Careers & Enterprise Framework (2021)

CDI (Careers Development Institute) Gatsby Benchmark Toolkit (2018)

Gatsby Foundation Good Career Guidance (2014)

DfE New Guidance on Work Experience 16-19 – March 2017

The Education Act 2011 – The duty to secure independent and impartial careers guidance for young people in schools

Technical and Further Education Act 2017

CfBT Education Trust (2009) Raising the Participation Age

DCSF (2009) Quality, Choice and Aspiration

Donaghue, J. (2008) Better Practice: A guide to delivering effective careers learning 11-19

EBP Child protection and work experience guidelines

## **Appendix 1**

### **The Gatsby Careers Benchmarks**

#### **1. A Stable Careers Programme**

Every school should have an embedded programme of career education and guidance that is understood by students, parents, teachers, governors and employers.

#### **2. Learning from Career and LMI**

All students and parents should have access to high quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.

#### **3. Addressing The Needs of Each Student**

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's programme.

#### **4. Linking Curriculum Learning to Careers**

All teachers link curriculum learning with careers.

#### **5. Encounters with Employers and Employees**

Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace either in person or virtually.

#### **6. Experience of Workplace**

Every student should have first-hand experience, either in person or virtually, of the workplace through work visits, work shadowing and/or work experience to help with their exploration of career opportunities, and expand their networks.

#### **7. Encounters with Further & High Education**

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplaces.

#### **8. Personal Guidance**

Every Student should have opportunities for guidance interviews with Careers Adviser, who could be internal or external provided they are trained to an appropriate level.

## Appendix 2

### SLAT Provider Access Guidelines – Provider Access Statement

#### *(previously known as The Baker Clause)*

#### **Pupil entitlement**

All pupils in years 7-13 are entitled:

- To find out about technical education qualifications, T levels, traineeships and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.
- Impartiality is vitally important in delivering effective careers education and guidance that places the students' best interests at the heart of the careers guidance process above any other considerations.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils 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 pupils from the provider)**
- **answer questions from pupils.**

#### **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils 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 pupils.



## Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

Business/Organisation		
Access Creative College	Good Companions	Riseholme College
Allison Homes	Grantham College & University Centre	Riverside Training (Spalding) LTD
Anglia Ruskin University	Halfords	ROYAL AIR FORCE
Army Careers	HMPs - HMP Stocken	Sainsbury's Spalding
Bourne Academy Sixth Form	Holbeach United Football Academy	Scotts Precision Manufacturing Ltd
Bakkavor	Inspire Education Group	SL Engineering Ltd
Beechfield Medical Centre	Karsten UK	South & East Lincolnshire Councils Partnership
Ben Burgess Ltd	Keele University	Stageworks Studios Ltd
Boston College	Lancaster University	The Orders of St John Care Trust
Boston United Football and Education Programme	Lincolnshire Co-op	Turners
Bourne Leisure (Butlins)	Lincolnshire Police	ULHT (Nursing team)
Burmour Construction	Lincolnshire Training Hub	University of Derby
Coveris	Lovells Autobody	University of East Anglia
Culina (Fowler Welch/ Eddie Stobart)	McDonalds (BA)	University of Hertfordshire
Duncan & Toplis	McDonalds (SA GA)	University of Lincoln
DWP	Micronclean Ltd.	University of Northampton
ESPA	NACRO	University of Northampton
Eurovia / Taylor Woodrow	NHS Lincolnshire Talent Academy	University of Suffolk
Flamingo Horticulture	One Touch Football Academy	
FRS Farming	Polyco Healthline	

## Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

Destinations 2023	Bourne Academy (242 in cohort)	Spalding Academy (259 in cohort)	Giles Academy (148 in cohort)	Cowley Academy (115 in cohort)
SLAT Sixth form	45%	17%	-	6%
Other Sixth form	5%	6%	17%	5%
College	45%	71%	77%	2%
Apprenticeship including forces	3%	4%	4%	5%
Other	2%	2%	2%	3%

Last year our year 13 pupils moved to range of providers in the local area after school:

Destinations 2023	Bourne Academy (115 in cohort)
Higher Education (inc. deferred placements)	64%
Employment	10%
Apprenticeship/Training Including Forces, College	15%
Other e.g. gap year, carer	11%
Unknown/NEET	0%

## **Provider access requests procedure**

A provider wishing to request access to any of the Trust schools should contact SLAT Careers Lead: Mrs Libby Barber – [barberL@bourneacademy.org](mailto:barberL@bourneacademy.org)

## **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. This will be integrated into a wider careers plan or strategy for the school. The events listed in the Careers calendar are subject to change and this is not an exhaustive list, as events are scheduled outside of the planned programme on an on-going basis, dependent upon need and opportunity.

## **Granting and refusing access to providers**

Access will be provided based on meeting the following criteria:

- Adequate room(s) and equipment are available, based on existing timetable and letting commitments
- Staff are available to attend, taking account of participant numbers and teaching timetables and to ensure DBS regulations are met
- Students are available to attend, depending on the dates requested and curriculum considerations
- Providers offer impartial, unbiased and high quality content, meeting equal opportunity requirements
- Providers are GDPR compliant

## **Safeguarding**

The South Lincolnshire Academies Trust are committed to keeping children safe and our Safeguarding and 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, which can be found on our school website.

## **Complaints**

Complaints from providers will be dealt with under the school's Complaints and Concerns policy.

## **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 AV and other specialist equipment to support provider presentations. This will all be discussed and

agreed in advance of the visit with the Careers Leader, Libby Barber ([barberL@bourneacademy.org](mailto:barberL@bourneacademy.org) or 01778 422365) or a member of site staff.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library. This is available to all students at lunch and break times, before and after school.