



# THE BROMFORDS SCHOOL AND SIXTH FORM COLLEGE

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

## TABLE OF CONTENTS

<b>1. INTRODUCTION.....</b>	<b>2</b>
<b>2. INTENT .....</b>	<b>2</b>
<b>3. OBJECTIVES AND AIMS OF CEG/ICAG.....</b>	<b>3</b>
<b>4. CEIAG ENTITLEMENT .....</b>	<b>4</b>
<b>5. IMPLEMENTATION OF THE CAREERS PROGRAMME AT BROMFORDS .....</b>	<b>6</b>
<b>6. EXTERNAL PROVIDERS – BAKERS CLAUSE POLICY STATEMENT .....</b>	<b>11</b>
<b>7. WHAT IS CEIAG? .....</b>	<b>11</b>
<b>8. CEIAG STAFFING.....</b>	<b>12</b>
<b>9. ASSESSMENT, RECORDING AND REPORTING - CAREERS.....</b>	<b>14</b>
<b>10. REFERENCES.....</b>	<b>15</b>
<b>APPROVAL AND REVIEW .....</b>	<b>15</b>

# 1. INTRODUCTION

Careers Education, Information, Advice and Guidance (CEIAG) programmes make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive programme of activities supports them in choosing 14–19 pathways that suits their interests and abilities to help them follow a career path and sustain employability throughout their working lives. Students are all able to achieve but can only fulfil their potential if they understand themselves, their abilities, and the possibilities available to them in the future. We will continue to review, monitor, and evaluate our CEIAG offer by speaking and listening to firstly our students, parents/careers, staff and our external partners.

Careers Education, Information, Advice and Guidance (CEIAG) at The Bromfords School is an integral part of the preparation of all students for the opportunities, responsibilities, and experiences of life in modern society. All CEIAG is impartial and unbiased. This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

# 2. INTENT

This policy provides us with a framework for meeting statutory requirements and achieving our school's aims of: Current priorities. Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment, and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise, and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community, and business partners to meet students' career development needs
- Raising student's achievement through raised aspirations
- Encouraging participation in life-long learning, including Higher Education
- Developing enterprise and employability skills
- Developing links with employers to support students with their experience of work.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 13-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in years 7-13 and to give students access to careers information and guidance.

## 2.1. OUR INTENT

The Bromfords School is committed to providing our students with a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students from Years 7–13. The Bromfords School endeavours to follow the National Framework for CEIAG 11–19 in England (DfE, 2018), The Government Careers Strategy (DfES, 2018) and other relevant guidance from GATSBY Benchmarks and Ofsted as it is published.

We are committed to provide a high quality CEIAG as an integral part of each students' education. We will seek to ensure that the provision is appropriate to the age, stage and ability and educational needs of every individual and is underpinned by equality of opportunity. The school is committed to provide a planned programme for all students in year 7-13 in partnership with the local Connexions service.

The PSHE/Citizenship departments and Careers Co-Ordinator is responsible for the planning, resources, and implementation of the differentiated curriculum content in years 7-11. The Head Sixth Form is responsible for implementation of Careers in year 12 and 13, supported by Tim Marshall. The school endeavours to adapt or include all National Frameworks for CEIAG including those published and amended by Ofsted, CDI and the GATSBY Benchmarks. The school is committed to maintaining the Quality in Careers award for its CEIAG provision.

Staff needs are identified by SLT, funding is assessed through Connexions Service and from School funds.

## 3. OBJECTIVES AND AIMS OF CEG/ICAG

The learning and support programme are designed to meet the needs of students at The Bromfords School.

### 3.1. POLICY AIMS

The aims of our Careers Education, Information, Advice and Guidance Policy are:

- To contribute to strategies for Raising Achievement, especially by increasing motivation and encourage students to be ambitious, broaden their horizons which will enable them to explore their own career aspirations throughout their life at school
- To support Inclusion, challenge stereotyping and promote equality of opportunities.
- To encourage participation in continued learning including Higher Education and Further Education
- To develop Enterprise and Employment Skills
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations
- To involve Parents/Carers
- Ensure students' readiness to take their next step in their learning or career.

The Bromfords School follows the principles of the Gatsby Benchmarks (see references). The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes, and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping, and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.
- To prepare all students for the opportunities, responsibilities, and experiences of adult life.
- To enable students to develop skills, attitudes, and abilities, equipping them to become effective in a variety of adult occupations and roles
- To help them to develop educational, course-and career-awareness and enable them to manage personal career development
- To enable them to handle careers information and assist them in making informed choices relevant to their stage
- To enable them to experience the world of work and develop transferable skills.
- To enable them manage transition in their lives such as changes from KS2-KS3, KS 3-4, KS 4-5 and KS5- University/work/ further education or beyond
- To help young people understand the range of support available from Connexions and other relevant agencies.

## 4. CEIAG ENTITLEMENT

We offer high quality, impartial careers guidance that helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training, or employment and for their adult life.

The School is committed to Careers education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers education will both compliment and integrate with the SMSC and Form programme. Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities.

The Bromfords School will employ an independent careers advisor as well as working with Connexions to help raise aspirations to enable us to fulfil our statutory responsibilities.

## 4.1. STATUTORY DUTY – KEY POINTS

The government produced further statutory guidance in October 2018 for schools in relation to their careers guidance offer, key points are highlighted below:

- The statutory duty requires governing bodies to ensure that all registered students at the School are provided with independent careers guidance from Year 7 to Year 13
- The governing body must ensure that the independent careers guidance provided:
  - Is presented in an impartial manner
  - Includes information on the range of education or training options, including apprenticeships and other vocational pathways
  - The guidance given will promote the best interests of the students.

To further evidence our commitment to raising the standard and quality of CEIAG provision offered to our students we are registered with Investors in Careers to achieve a nationally recognised Quality in Careers Award. The school is working towards renewing our Quality in Careers Standard Award.

## 4.2. STUDENT ENTITLEMENT

All students are entitled to be fully involved in an effective careers programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all students can expect:

- The support they need to make the right choices in Y9, YR11 and in sixth form.
- Access up-to-date and unbiased information on future learning and training, careers and labour market information (LMI)
  - Support to develop the self-awareness and career management skills needed for their future
  - Career lessons during tutor time and Citizenship/VEB from Y7 to Y13 covering options post school, the world of work, the job market and the skills needed for the future
  - At least five meaningful encounters by the end of KS4, with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
  - To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
  - The opportunity to relate what they learn in lessons to their life and career beyond school
  - The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial Connexions careers adviser, by appointment; this is available to students of any year group
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement

- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students
- To understand how to make applications for the full range of academic and technical courses including apprenticeships

## 5. IMPLEMENTATION OF THE CAREERS PROGRAMME AT BROMFORDS

The overall responsibility for the management of CEIAG lies with Miss Lynch who is responsible to the SLT for Careers (Mr Coulson - Senior Deputy-Head Teacher). The programme is delivered through tutor time, COPE (KS5), one-off events, assemblies, and PSHE/Citizenship. Miss Lynch is supported by Ms Huet (PSHE and Citizenship Key Stage 3 and 4), and the Year Leaders who line manage the tutor teams. The school employs a level 6 qualified Independent careers advisor (Abigail Bruce) through Connexions.

All staff contribute to CEIAG through their roles as form tutors, Heads of Department, Heads of Year, Heads of Schools, subject teachers and SLT support these in their various roles. The school has adopted a discrete mode of delivery as part of the PSHE/CEIAG programme. The careers programme is planned, monitored, and evaluated by Miss Lynch and Ms Huet, and all other members of the above-mentioned team in conjunction with students' feedback on activities, Connexions advisers and other partners.

Students in Years 7-11 complete a Careers Action Plan annually through our Careers management programme, Grofar. Year 12 and 13 complete the COPE curriculum to support this.

### 5.1. LEARNING OUTCOMES

#### **Self-Development Students should be able:**

- To assess their achievements, qualities, and skills
- To present this information as appropriate
- To use this information for personal development
- To set career and learning targets
- To recognize and deal accordingly with influences on their attitudes, values, and Behaviour in relation to work

#### **Career Exploration Students should be able:**

- To understand the nature of work and people's attitudes to it
- To use a variety of sources of careers information
- To use work experience to improve chances
- To understand employment trends

### Career Management Students should be able:

- To use decision making techniques, such as those from Skills Builder within KS3
- To understand and use sources of help
- To make informed and appropriate choices at 13 and 16
- To make and manage changes as appropriate
- To understand job/learning applications and the requirements of interviews

## 5.2. YEAR GROUP PROVISION

Implementation	Focus	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Careers education	CEIAG embedded within Citizenship/VEB/COPE lessons							
	CEIAG embedded within form programme							
	Enterprise day – developing employability skills							
	Work experience during the academic year							
Careers Information, Advice and Guidance	1:1 careers appointment with the independent careers adviser							
	Working lunch guest speakers to inform students about different careers paths available							
	Support choosing their GCSE options							
	Support choosing their A Level/BTEC options							
	Support choosing University courses and personal statement writing							
	Educational visits to industry specific careers fayres							
Tracking	Industries that students are interested working in (1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> choices)							
	Desired future job role							
	Favourite school subjects (1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> choices)							
	Advice they would benefit from							
	Advice given by staff							
	Advice given by independent careers adviser							
	Careers trips attended							
	University aspirations							
	University applications							
	Post-16 options and choices							



## YEAR 7

CEIAG is embedded within the Citizenship programme that takes place during form time and in lessons. Students have one hour of Citizenship per week that covers modules in life skills. This incorporates CEIAG, PSHE and Citizenship.

## YEAR 8

CEIAG is embedded within the Citizenship programme that takes place during form time and in lessons. Students have one hour of Citizenship per week that covers modules in life skills. This incorporates CEIAG, PSHE and Citizenship. Enterprise Day to develop employability skills and assemblies delivered introducing National Careers Service. In Year 8, students have an options evening for choosing their GCSE subjects. They are encouraged to make decision based on their career goals.

## YEAR 9

CEIAG is embedded within the Values, Ethics & Beliefs (VEB) programme that takes place during form time and in lessons. Students have one hour of VEB per week that covers modules in life skills. This incorporates CEIAG, PSHE and Citizenship.

Y9 options choices Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the refining options process which takes place in Y9.

### **By the end of KS3, all students will have had the opportunity to:**

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Receive support to make the right KS4/GCSE choices, including assemblies, parents' events, meeting with senior staff at school and the option of a careers meeting.

## YEAR 10

In Year 10 CEIAG is embedded within the form time and VEB programme. They have targeted sessions which help with preparation for Work Experience and de-brief.

**Key activities:** *Experiences of workplaces and mock business interviews Lessons include; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.*

### **By the end of Y10, all students will have had the opportunity to:**

- Develop their self-awareness and career management skills, including writing a CV
- Be interviewed
- Experience a taster day in a sixth form or college setting Careers education, information, advice, and guidance (CEIAG)
- Learn about the different Post-16 pathways.

## YEAR 11

In Year 11 the form time and VEB programme covers opportunities post 16, and activities such as action planning, job hunting, writing a CV and interview skills. Year 11 also have a Post 16 Evening and taster sessions to sample post 16 at The Bromfords School. All year 11 are guaranteed a personal Careers Interview. Days are arranged for students to attend other institutions to explore options.

**Key activities:** *Post-16 applications Students will learn how to write a personal statement for post-16 applications; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.*

**By the end of Y11, all students will have had the opportunity to:**

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser

## POST 16

Post 16 students CEIAG is embedded within their form tutor programme during form time and COPE. This programme also allows for drop-in sessions to assist individuals. Post 16 students also have targeted CEIAG assemblies. All year 13 students are guaranteed a personal Careers Interview. All students are assisted with their future paths and there is an extensive programme in place to assist with UCAS application. Work closely with ARU to ensure students are supported and aware of all options available to them.

**Key activities:** *Post-18 Applications, mock interviews, and optional work experience across the Sixth Form.*

**Year 12,** *lessons include post-18 options, covering both university and alternatives to university. Students have the option to take up work experience placements as part of the school's enrichment programme, with the support of the careers team.*

**Year 13,** *students will have lessons that will help prepare students for this for interviews and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.*

**By the end of sixth form, all students will have had the opportunity to:**

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace

## POST 16 AND FUTURE CAREERS EVENT

Each year, the school gives students the chance to meet and talk to advisers/employers and learn more about what work is like and what it takes to be successful in the workplace. This event also gives the opportunity to interact with local colleges and apprenticeship programmes to see what is on offer.

### 5.3. CAREER GUIDANCE MEETINGS

The Bromfords School has a long-established relationship with Connexions who provide independent (level 6 qualified) Careers Advisers. Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Y10s Y11s, and 6<sup>th</sup> form are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

#### NEEDS-BASED REFERRAL

The referral procedure works as follows:

- Heads of Year, Inclusion Coordinators, SENCO Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

- At the end of Y10, form tutors priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete their own careers questionnaire late in Y10 where they are asked about their career and post-16 ideas.

The outcome of all these activities allows the careers lead to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

#### SELF-REFERRAL

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Year Leader or Head of School. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors. The careers adviser will record action plans on our careers platform Grofar. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

## 6. EXTERNAL PROVIDERS – BAKERS CLAUSE POLICY

### STATEMENT

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. We are happy to consider requests from training, apprenticeship, and vocational education providers to speak to students.

The Bromfords School also proactively seeks to build relationships with these partners as we plan our Careers Education, Information, Advice and Guidance (CEIAG) programme activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-13. The purpose of these relationships are to offer information on vocational, technical and apprenticeship qualifications and pathways. The Bromfords School ensures that staff involved in personnel guidance and pastoral support are up to date on their knowledge of these post 16 and post 18 pathways, through a programme of Continuing Professional Development.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post 16 or post 18 option choices. The Bromfords School's CEIAG programme is monitored for quality and impact by the Careers Lead and Senior Leadership Team, monitoring of access to and opportunities to engage with, technical, vocational, and training providers will form part of this process.

In the first instance, requests by providers should be sent to the Schools Careers Lead Katie Lynch at [careers@bromfords.essex.sch.uk](mailto:careers@bromfords.essex.sch.uk) with a minimum of 6 weeks' lead time. All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.

## 7. WHAT IS CEIAG?

Careers Education, Information, Advice and Guidance (CEIAG) consist of:

### CAREERS EDUCATION

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work. Careers Education takes place mainly through work in lessons.

### CAREERS INFORMATION, ADVICE AND GUIDANCE

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It is impartial, client centered and confidential. Careers Guidance takes place mainly through individual support.

## 7.1. EQUALITY AND DIVERSITY

Equality information has been gathered from a variety of sources on the equality protected groups in relation to CEIAG, learning and the labour market.

This data covers:

- Employment rates
- Unemployment rates
- Particular barriers affecting access to the labour market
- Particular barriers affecting progress within work
- Qualification and achievement levels
- Level of career aspirations and information on the types of career and learning choices
- Analysis of school leaver destination:
- Key focus on NEET students

All staff involved in Careers Guidance have a responsibility to promote equality of opportunity, which ensures that all students have an entitlement and appropriate access to Careers Guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given will be impartial and confidential. Students will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

## 7.2. LEARNING DIFFERENCES AND DEVELOPMENT

Please refer to the following policies:

1. Gifted and Talented
2. SMSC Policy
3. SEND Policy
4. English as an Additional Language
5. Child Protection and Safeguarding

## 8. CEIAG STAFFING

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school, working under the direction of the Senior Deputy Head with responsibility for careers and employability, and working with the Assistant Heads and Heads of Year.

The Careers Lead work closely with a trained Level 6-qualified Careers Adviser from Connexions. Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Form Tutors and the Head of SMSC and VEB.

**SLT Lead for Careers (Senior Deputy Head):** Mr Lorraine Briffaut

**Careers Lead:** Ms Katie Lynch

**Careers Adviser:** Ms Abigail Bruce

**Social, Moral Spiritual and Cultural Lead:** Ms Jayne Menlove

**Values, Ethics and Beliefs Lead:** Ms Liz Rainey

**Head of Sixth Form:** Ms Laura Petch

**KS5 Next-Steps Coordinator:** Mr Tim Marshall

## **ALL STAFF:**

All members of staff are involved in preparing students for personal and working life, both as a young person and as an adult. All form tutors take a role in CEIAG, e.g. preparation of UCAS references, support during selection of KS4 and 5 options. Staff also displays career opportunities within each classroom.

All tutors and staff members contribute to our Whole School careers platform for Careers Information, Advice and Guidance, which can be accessed through Grofar.

## **8.1. PARENTS AND CARERS**

The important role of parents/carers in the whole careers process is recognised as vital. Parents/ carers are invited to attend careers appointments with the independent careers advisors. They also attend option evening and initial meetings regarding post 16 options. Parents have access to the careers section on the Schools website as well as the Schools twitter feed that they can follow. Parents are informed of our entitlement through letters.

### **PARENTAL INVOLVEMENT**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

### **EVENTS FOR PARENTS AND CARERS**

Parents/carers are invited into school to discuss their son/daughter's progress, on Parents Evening. In readiness for these events, students' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress. The Careers Lead and Careers Advisers, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Y8 Curriculum Evening, Post 16 and Post 18 options evenings, along with Y7-13 Parents Evenings. Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media.

## **8.2. STAFF DEVELOPMENT**

Form Tutors are introduced to the concepts, aims and programme for careers education at The Bromfords School during training days. This staff development is further enhanced at Year Team meetings. The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

## **8.3. RESOURCES**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

### 8.3. EMPLOYER LINKS

Links with employers, businesses and other external agencies continue to grow; by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

## 9. ASSESSMENT, RECORDING AND REPORTING – CAREERS

### 9.1. MONITORING AND EVALUATION

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc.
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16
- Year 11 students to record their next steps on Grofar at several points across the year
- Student records updated of any meetings with Careers Adviser, employers or college placements
- Students will receive written Career Action Plans from 1:1 meetings and discussed with parents/carers.
- Careers Leader to oversee the tracking and monitoring of career action points.

### 9.2. WORKING RELATIONSHIPS

- Careers and Enterprise Company
- Basildon Council
- Career Ready
- Anglia Ruskin University
- Make Happen
- Local Businesses (Work Placements)
- Department for Work & Pensions
- Essex County Council
- University of Essex
- Working Lunch Speakers (Various Organisations)

(Refer to Work Experience List and Department Links on the system for further working relationships)

## 10. REFERENCES

The Gatsby Benchmarks

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

The Career Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers guidance and access for education and training providers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

Careers strategy: making the most of everyone's skills and talents

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

**For questions on The Bromfords School Careers programme, please contact the Careers Lead: Katie Lynch on [careers@bromfords.essex.sch.uk](mailto:careers@bromfords.essex.sch.uk)**

## APPROVAL AND REVIEW

<b>Compiled by:</b> Katie Lynch	<b>Issue:</b> 1
<b>Approved by:</b> Local Governing Body <b>Date:</b> 08/02/21	<b>Review Date:</b> March 2023