



Careers Education Information, Advice and Guidance (CEIAG) Statement

Introduction

Bournemouth School offers high quality careers education information, advice and guidance (CEIAG), to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at destinations associated with a selective and highly academic school.

The careers education programme is devised to help students get the most from their time at Bournemouth School and to prepare them for what lies beyond. The programme is designed to help students make informed decisions when there is a choice to be made, when moving from KS3 to KS4, when considering what to do (and where) at 16 and, for those that are in the Sixth Form, what options are available to them when they leave.

We work closely with the Careers and Enterprise Company (CEC) and benefit from our involvement in the local Careers Hub. We continue to develop our careers and work-related learning provision and are working towards meeting the Gatsby benchmarks and regularly review our progress toward achieving this by using the CEC's Compass Careers Benchmark Tool.

Our CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018 and July 2021) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Aims and purpose

- Prepare students for the transition to life beyond secondary school (higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

Careers Guidance

All students have access to high quality, independent careers advice through Hampshire Futures. All students in years 10 and 12 will be offered a careers interview and additional sessions are available for other year groups or for follow-up appointments. Students in all years have access to an online careers education resource (Kudos).

Work Experience

Students in Year 10 undertake two weeks work experience as part of their work-related learning programme. The emphasis is on the students organising their placements by writing to businesses and establishments that are related to a field that they are interested in. All of the placements are either pre-approved (appearing on a database) or are checked to ensure that they meet stringent health and safety, insurance and child protection criteria. Checks are conducted by an external organisation, Careers South West (CSW).

Links to Curriculum

Students are prepared for the world of work well through a variety of careers-based experiences. Careers education is embedded in the *Living in the Wider World* section of the Personal Development (PSHE) programme which is delivered to years 7-13. We have a number of staff from across the school who act as *Careers Ambassadors*, working to promote careers education in their departments and seeking to incorporate CEIAG into schemes of learning. Careers education is explicitly incorporated in the development of the school's teaching and learning pillars (pillar two).

Meeting the Gatsby Benchmarks

Benchmark 1: a stable careers programme with a careers leader

- We have a stable, structured careers programme that has the backing of the senior leadership team
- We have an appointed Careers Leader
- Our CEIAG programme is published on website with information for pupils, parents, teachers and employers
- We have a School Governor as a link to careers.

Benchmark 2: learning from career and labour market information

- We work with our Local Enterprise Partnership (LEP) to support with providing labour market information
- We encourage pupils and parents to look at the job profiles produced by the National Careers Service. Each profile includes information on expected salary, what qualifications are needed and what the role involves

Benchmark 3: addressing the needs of each pupil

- We make staff aware that the majority of young people with special educational needs and disabilities (SEND) are capable of sustainable paid employment, with the right preparation and support
- We work with the families of pupils with SEND to help them understand what careers options are possible, and base careers guidance for them on each pupil's own aspirations, abilities and needs
- Pupils with SEND and those in receipt of pupil premium (PP) funding are offered additional careers appointments in years 11 and 13
- We use destinations data to measure our success and track where pupils are going. We look at the percentage of pupils in sustained education, employment or training and break this down by different characteristics

Benchmark 4: linking curriculum learning to careers

- Careers Ambassadors
- All teachers are asked to support the career development of young people
- Delivering careers, employability, and enterprise lessons through the curriculum as part of Personal Development curriculum, and other subjects
- Helping all pupils to understand the importance of good maths skills in all jobs, and that studying maths and science can lead to a wide range of career choices
- Making sure that all pupils study the core academic (EBacc) subjects at GCSE (English, maths, science, history, geography, and a language) and explain that these provide a sound basis for a variety of careers
- Making it clear that any pupil who doesn't achieve at least a grade 4 in GCSE maths and English by the end of KS4 will be required to continue working towards this as part of their 16-19 study programme (unless there are exemptions linked to their education, health and care (EHC) plan)

Benchmark 5: encounters with employers and employees

- We offer 'meaningful' encounters with employers through:
 - Visiting speaker
 - Mentoring
 - Enterprise schemes
 - Careers events
 - Employer-delivered employability skills workshops
 - Business games and enterprise competitions
- We enjoy the support of The Careers and Enterprise Company to connect with local business

Benchmark 6: experiences of workplaces

- Workplace visits
- Work shadowing
- Work experience placements
- Career-related volunteering and social action

Benchmark 7: encounters with further and higher education

- Working with a diverse range of providers and businesses where you can, including those that provide apprenticeship training opportunities and those that can support with recruitment
- Being clear what your pupils' needs are, and make sure that providers consider these. Make sure providers also know about the context of your school and what work you've already done with pupils
- Inviting alumni who have been through an apprenticeship programme or to university to speak to pupils about their experience
- Working with local universities

Benchmark 8: personal guidance

- Outsourcing the interviews to a third party to ensure impartiality and up-to-date advice
- Making sure discussions for pupils with EHC plans focus on the outcome and aspirations in their plan. For children looked after or care leavers, careers advisers should use their personal education plan or pathway plan to help focus the discussion

CEIAG Activities

Year Group	Autumn Term	Spring Term	Summer Term
Year 7		Personal Development: Challenging career stereotypes	
Year 8	Personal Development: Preparing for GCSE options		
Year 9			Personal Development: Employability skills and online presence. Enterprise project
Year 10	Personal Development: Preparing for work experience		Work experience
Year 11	Personal Development: Post-16 options Skills for employment and career progression		
Year 12	Personal Development: Bournemouth and Exeter University talks. ASK Apprenticeships	Personal Development: UCAS support	Personal Development: Guidance for gap years
Year 13	Personal Development: Writing a personal statement and interview skills	Personal Development: Budgeting for university	