



the
beckmead
trust

The Careers Guidance Policy

- nurture
- sustain
- grow

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1. Introduction

The Beckmead Trust is committed to providing the highest quality of Careers Education, Information, Advice and Guidance (CEIAG) to all students. This is in accordance with our statutory duty to provide a broad and stable curriculum; one in which prepare students for the responsibilities, opportunities and experiences of life and transition into adulthood. One of our major goals is to prepare our students for the world of work. We regularly review our CEIAG policy to ensure that it remains up to date, effective and meaningful.

Due to the wide range of student needs at the Beckmead family of schools, our delivery of CEIAG is adapted and personalised to meet the individual learning abilities of all students.

All students are entitled to receive high quality and impartial CEIAG from Key Stage 3 through to Key Stage 5. The central aim across all our sites is meet the eight Gatsby Benchmarks....

1. A stable career's 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

By following the standards of the 8 Gatsby Benchmarks, we can continuously develop, improve, and measure our careers provision. In addition, most of our statutory duties that relate to CEIAG are underpinned by aspects of the 8 Benchmarks. This means that we can be confident that we are fulfilling our legal responsibilities for delivering a high-quality career learning programme.

2. On-going Development and Review

At the Beckmead Trust we aim to keep abreast with any new Government legislation, and therefore we frequently review our delivery of CEIAG to ensure that it remains effective and meaningful. The Beckmead Trust has a qualified Work Related, Careers, Coordinator Lead who works closely with the Careers Development Institute (CDI) and the Careers Enterprise Company (CEC) to ensure that staff are kept informed with any information relating to CEIAG.

The work-related Careers Coordinator Lead receives on-going support and training from the CDI towards developing a progressive careers programme. They also use the CEC online Compass evaluation tool to measure their career programme against the standards of the Gatsby Benchmarks. This online digital tool provides scope to regularly monitor the effectiveness of the school's delivery of CEIAG.

3. Brief Overview of Students Entitlement

The Education Act (2011) states that schools are to provide independent career guidance to students and provide them with a range of technical education and apprenticeships opportunities. In accordance with this, we commission a range of external advisors from organisations such as the Education Development Trust, Greater Elevation and SP Coaching, to provide students with independent careers advice.

The Beckmead Trust uses a collaborative approach throughout all their provisions to ensure that all students have a well-planned career related learning programme that promotes equality, diversity and challenges all forms of discrimination, including class and economic backgrounds.

All students have access to a Morrisby Assessment account, which is a careers software package that matches their skills and aspirations to different job roles. The tool also informs them about labour market trends.

In line with our Provider Access policy, we offer students multiple opportunities to engage with a range of different training providers and employers to learn about different technical pathways and career routes.

Students in Key Stage 1 & 2 begin to discover the world of work through PSHE lessons, and cross-curricular methods. During these early key stages, students begin to identify their own skills, interests and learn about life in different cultures and communities. Students then continue to develop social skills by taking part in teamwork activities during nurture and circle time.

Students in Key Stage 3 explore different career and employment pathways through cross-curricular methods, educational visits, workshops and PSHE lessons. At this stage, students gain greater awareness and experiences of different aspects of the working world and opportunities within the wider community. In addition, some students express their longer-term aspirations during their Education Health & Care Plan Reviews. This information is then transferred to the student's individual education plan, so that certain aspects of their learning is tailored towards their career goal.

Students in Key Stage 4 & 5 have the option to participate in work experience and technical training. During these key stages, more focus is given to developing student's personal financial capabilities and exploring different routes to their chosen pathways. Students are supported with CV's, applications, and interview techniques.

Parents and carers are encouraged to support their child to visit alternative colleges and sixth form provisions. They attend career and guidance meetings with internal and external career advisors and participate in 1:1 group session. Students receive labour market

information and advice from external sources, both in person and online. Students partake in either Citizenship, ASDAN and PSHE lessons, that provide greater focus on developing their enterprise, communication, teamwork, decision-making, and problem-solving skills.

Students within these year groups review their aspirations and long term wishes during their Education Health & Care Plan Reviews. Students participate in visiting different universities, colleges, apprenticeship shows and attend exit route interviews.

Collaborations and Partnerships

The Careers Strategy (2017) states that a coordinated approach from external stakeholders and school leaders are key elements towards meeting the Gatsby Benchmarks and providing a high-quality careers programme. Therefore, we maintain a strong partnership with students' carers, South London Partnership, Palace for Life, Talentino, Autism Project, Department for Work and Pensions, Education Development Trust, Local Authorities, Ask Apprenticeships, and numerous local traineeships and businesses that provide students with various opportunities and work experiences.