

Stocksbridge High School Policy



STOCKSBRIDGE
HIGH SCHOOL

CEIAG Policy 2024 to 2025

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STOCKSBRIDGE
HIGH SCHOOL
— This is Just the Start —

Changes to this edition



Proud to be part of



1. Purpose

Stocksbridge High School is committed to delivering a world-class Careers, Education, Information, Advice and Guidance (CEIAG) to its students.

Stocksbridge High School will offer provision to meet the needs of our students in line with the Gatsby Benchmarks and the Baker Clause. Stocksbridge High School aims to broaden the horizons of its students and give them the opportunity to be the best they can be, in all aspects of their life, including their future career progression when they leave our Trust.

We recognise the importance of excellent careers education, information, advice and guidance and giving our students the skills to manage their choices when they leave us.

This policy sets out expectations in order to ensure its schools meet the statutory guidance set out in the Department for Education Careers Guidance and Access for Education and Training Providers (2023) and the refers to the following legislation Sections 42A, 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.

2. Aims

The vision for our CEIAG offer is to deliver a 21st century Careers and Employability Curriculum through planned, personalised and aspirational opportunities, supporting all our students to determine and achieve their future goals.

The aim of CEIAG provision at Stocksbridge High School is to ensure:

- Our careers and work-related curriculum is effective, meaningful, and is embedded into our teaching and learning
- All staff are knowledgeable and confident in delivering a consistent careers offer
- All students are fully informed about the range of careers pathways and options to progress successfully on to the next stage of their education and training
- All students develop essential skills, building confidence and equipping them with the knowledge to be confident decision makers
- All students develop their confidence, flexibility, and resilience to become life-long learners

3. Links other Documents

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- [DfE \(2023\) 'Careers guidance and access for education and training providers'](#)

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Child Protection and Safeguarding Policy

4. Roles and Responsibilities

The Local Governing Body is responsible for:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11- to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

The Headteacher and members of SLT are responsible for:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The Careers Leader is responsible for:

Our careers leader is Claire Jackson, and they can be contacted by phoning 0114 2883153 (ext. 2107) or emailing cjackson26@stocksbridge-mlt.co.uk. Our careers leader is a member of the senior leadership team (SLT) and 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 (SENDCO) and careers adviser, to identify the guidance needs of all of our students 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 students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, 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.

5. Our CEIAG programme

Stocksbridge High School has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future.

Our careers programme is delivered through several methods, including:

- Form time sessions, form tutor support, displays, events, assemblies, guest speakers, curriculum drop-down sessions, work experience, visits to colleges and sixth-forms, careers clinics
- Personal Development in form time is used to deliver units of work that follow the following format:
 - Year 7 – I discover
 - Year 8 – I explore & research
 - Year 9 - I focus
 - Year 10 – I plan & prepare
 - Year 11 – I decide

Personal Development at SHS 24-25

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Theme ->	I discover	I explore & research	I focus	I plan & prepare	I decide
HT1	Managing Change	Law, Crime & Society	Extremism & Terrorism	Exploring British Values	Sheffield Progress Applications
					Staying Safe
HT2	Charity - Christmas Fair Project	Proud to be me!	Unifrog	Rights and Responsibilities	Sheffield Progress Applications
					Staying Safe
HT3	Personal Finance	Physical Health & Mental Wellbeing	Equality and Society	Exploring World Issues	Work, careers & pathway choices
					Your Future and Beyond
HT4	Politics & Parliament	Unifrog	Essential Life Skills	Staying Safe	Work, careers & pathway choices
					Your Future and Beyond
HT5	Unifrog	First Aid	Body Confidence	Your Future and Beyond	Risks, personal safety & drugs
HT6	Celebrating Differences	World of Work and STEM employment	Learning to Learn	Unifrog/Personal Statements and Sheffield Progress	
Key	Diversity & Equality	Rights & Responsibilities	Life Beyond School	CEIAG	Health & Well-being
	Unifrog	Staying Safe Online/Offline	Revision Techniques	RSHE	

6. Requirements and expectations of schools

Stocksbridge High School provides an embedded programme of careers education that is shared by all key stakeholders including students, parents, staff and governors. The programme ensures that our students are making informed decisions, with excellent careers guidance, using labour market information from reliable sources and online tools to support their learning.

Every student in Stocksbridge High School is unique and has their own goals and aspirations and we recognise that this is vitally important in them realising their dreams. Students will be provided with a range of interactions during their time in their school to help them navigate their own personal journey. Students will be supported on this journey by a professionally qualified and impartial Careers Adviser.

In all aspects of their school life each school will address the links to the world of work and ensure students understand the links between what they learn in the classroom and how this can be developed outside of school in the future. This includes teacher CPD and involving our key partners, employers, to help embed this message.

Encounters with employers are vital and each school will continue to develop a growing number of key strategic partnerships to ensure our students learn from and with them to understand the breadth of opportunities available to them both locally and further afield. Each student will have several interactions with employers across their school life.

Students will also have access to visit workplaces to see first-hand what is ahead of them. These opportunities may, but do not have to, include traditional 'work experience' or "virtual" work experience.

To support students in making choices about their post 16 and post 18 options local colleges, universities and training providers will be invited to provide students with a broad range of information about options available to them. This will include both vocational and academic routes locally and further afield. This information will be supported by excellent and impartial careers guidance delivered by a Level 6 trained professional.

Stocksbridge High School will ensure that students are provided with independent careers guidance from year 7 to year 11.

Stocksbridge High School will ensure that there is an opportunity for a range of education and training providers to access all students in year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

Stocksbridge High School will utilise the Gatsby Benchmarks to improve careers provision now and meet them in full. A summary of the Gatsby Benchmarks can be found in Appendix 2.

For the employer encounters Benchmark, Stocksbridge High School will offer every young person at least five encounters with employers – at least one each year from year 7 to year 11 – and meet this in full. Some of these encounters will be with STEM employers.

Stocksbridge High School has a named person to the role of Careers Leader to lead the careers programme.

Stocksbridge High School completes an annual Compass evaluation in collaboration with the Careers Governor link and Director of School Improvement. The Compass evaluation is shared with school leaders and used to inform the annual careers action plan.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all students in year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

Stocksbridge High School will revise the policy at least annually and publish the policy statement and any revised statement on the school website.

7. Role of the Local Governing Body

The governing body will ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- includes information on the range of education or training options, including apprenticeships and technical education routes
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The governing body will provide clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document.

Every school will have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. This person will ensure the statutory obligations regarding provider access and Gatsby are being met. They should also ensure that the school's Careers Policy includes the statutory information outline above.

The governing body will make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8-11 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published on the school's website annually each year. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point. This should happen six times between years 8-11.

8. Monitoring and Evaluation

Each provider has a yearly quality assurance check led by a member of the School Improvement team. This QA will ensure that each provider is on track to meet all 8 Gatsby Benchmarks (and this is externally verified by the Careers & Enterprise Company), that each provider meets The Baker Clause and all statutory documentation is on each provider's website. The Baker Clause and compliance will have its own separate QA. All QA will involve the Trust Lead Governor for Careers and the Careers Leaders from each school.

9. Equality Impact Assessment

Stocksbridge High School will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organization are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

Stocksbridge High School will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.

Appendix 1 - Provider Access Statement (The Baker Clause)

Policy Statement on Provider Access

Stocksbridge High School: **Provider Access Policy**

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. Stocksbridge High School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Student entitlement

All students in years 8 (and 7) to 13 are entitled:

- To have at least six provider encounters for all students – two in Years 8 and 9, two in Years 10 and 11 (mandatory for all students in these year groups to attend)
- To find out about technical education qualifications and apprenticeships 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, such as T-Levels and Higher Technical Qualifications, and apprenticeships – through subject-specific sessions, options events, assemblies, group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests:

Procedure

A provider wishing to request access should contact:

Mrs Claire Jackson

Assistant Headteacher, Belonging and Experience at SHS

Email address: cjackson26@stocksbridge-mlt.co.uk, telephone number (0114) 2883153, ext. 2107

Opportunities for access

Access will be given for providers to attend during school assemblies, careers or timetabled Life+ lessons, and careers or raising aspirations events that Stocksbridge High School is arranging. Students may also travel to visit another provider as part of the trip organised in partnership with Stocksbridge High School.

Premises and Facilities

Stocksbridge High School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader/Independent careers adviser will organise this, working closely with the provider to ensure the facilities are appropriate for the audience. Providers will be met and supervised by a member of the Support/Careers Team who will facilitate.

Live/Virtual encounters

Stocksbridge High School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Safeguarding

At Stocksbridge High School we take safeguarding and the safety of our students very seriously. We expect all visitors and volunteers to share this commitment.

You can find out more about the school's safeguarding policy here
<https://stocksbridgehigh.co.uk/dfc-and-policies/safeguarding>

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Meaningful provider encounters

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

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Previous providers

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

- Yorkshire Water
- ASK Apprenticeships
- Gripple
- Sheffield College
- Barnsley College
- Sheffield University
- Sheffield Hallam University
- RICS
- NHS

Destinations of our students (2023)

In 2023, Year 11 students moved to range of providers in the local area after school:

- Sheffield College (49)
- Barnsley College (40)
- Local Sixth Forms (39)
- Apprenticeships (AMRC/Liberty Steel/Other) (9)
- Other colleges (5)
- Employment (1)
- Armed Forces (1)

Full-time education 90.54%

Apprenticeships 5.41%

Training 0.68%



CEAIG Planned Programme of Events

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> Form time - Enterprise Form time - All About me 	<ul style="list-style-type: none"> HEPP Event Form time – Unifrog Careers Marketplace 	<ul style="list-style-type: none"> Form Time – Rights and Responsibilities University Visit
Year 8	<ul style="list-style-type: none"> Form time – Personal Finance Form time - Unifrog 	<ul style="list-style-type: none"> Tyre Challenge Day Cambridge University Visit Careers Marketplace 	<ul style="list-style-type: none"> Form time – STEM employment Form time – World of Work University Visit Employer visits
Year 9	<ul style="list-style-type: none"> RICS session Brighter Futures HEPP Event Form time – The workplace Form time – Future planning - Options 	<ul style="list-style-type: none"> Careers Advisor Meeting Careers Clinics STEM visits Girls Into... Sheffield College visits Cambridge University Visit Form time – Unifrog Form time – Rights & Responsibilities Form time – Money Sense Careers Marketplace 	<ul style="list-style-type: none"> Spotlight Mentoring Form time – Work Wise University Visit Employer visits
Year 10	<ul style="list-style-type: none"> Post-16 Evening HEPP Event ASK Apprenticeships Form time – Unifrog Form time - Work experience Form time – Rights & Responsibilities 	<ul style="list-style-type: none"> Form time – Post-16 speakers Form time – Money Management Futures Day – Interview skills and CV building Spotlight Mentoring Careers Clinics Careers Marketplace 	<ul style="list-style-type: none"> Form time – Personal Statements and CVs Form time - Sheffield Progress Form time - Unifrog Careers Advisor Meeting Work Experience College Vocational Taster Visits
Year 11	<ul style="list-style-type: none"> Careers Advisor Meeting Post-16 Evening ASK Apprenticeships sessions Applications to Post-16 providers Interview Support SEND CEIAG support College/Sixth form Application Support 	<ul style="list-style-type: none"> Employer Interviews Apprenticeship Interviews College/Sixth form Application Support Careers Marketplace 	



Appendix 2 – Summary of Gatsby Benchmarks

Gatsby Benchmark 1

A STABLE CAREERS PROGRAMME

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

Gatsby Benchmark 2

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Gatsby Benchmark 3

ADDRESSING THE NEEDS OF EACH PUPIL

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Gatsby Benchmark 4

LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Gatsby Benchmark 5

ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Gatsby Benchmark 6

EXPERIENCES OF WORKPLACES

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

Gatsby Benchmark 7

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

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

Gatsby Benchmark 8

PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.