

**Brixham College**

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

March 2025

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Prepared by	Lizzie Aston
Ratified by	Trustees
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## Introduction

At Brixham College we understand how important careers education, information, advice and guidance is, in enabling our students to effectively plan for their futures throughout their college years.

Our commitment to careers is that all students will receive a consistent and cohesive package that allows them the opportunities to learn about the world of work that surrounds them and the skills and attributes they will need as individuals, to become successful young adults going forward with rewarding careers.

Students will also be provided throughout their college years the full range of learning and training pathways available to them, including approved training, traineeships, apprenticeships and vocational education.

This complies with the school's legal obligations under Section 42B of the Education Act 1997 (**the 'Baker Clause'**). Our Careers programme, begins in Year 7 and continues through to Year 13.

## Legislation

All school and colleges must adhere to **Education Act 1997 (42A1, 42B & 45A)** and of the **Education and Skills Act 2008 (72)**. In addition, all schools must follow the statutory duty, to follow **Careers guidance and access for education and training providers** (January 2023) **The 8 Gatsby Benchmarks 2018** as the foundation of the school/colleges careers guidance, as well as elements of the revised **PSHE 2021** statutory guidance. **The Skills for Jobs** -White Paper, and **The Baker Clause**.

## Links to other Policies

Further information relating to CEIAG can be found in the colleges Special Educational Needs and Disabilities policy, Equal Opportunities & College's Accessibility Plan, Health & safety, Safeguarding, Teaching & learning.

**Careers Education (CE)**: refers to services and activities intended to assist students of any age and at any point throughout their college lives, to make educational, training and occupational choices, to support and manage their careers journeys.

## Information Advice and Guidance (IAG):

When referring to IAG, Information when used in IAG means the provision of information on learning, careers and work opportunities.

**Information** can be provided in a range of formats including:

- printed materials such as leaflets and booklets;
- audio-visual materials such as YouTube;
- computer software/internet websites;
- verbal information to the client on a face-to-face basis or through local or national help- line services.
- 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; and

**Advice** refers to interaction with the student, usually on a one to one basis. It may require:

- how to access and use information;
- Recognition of when more in-depth services may be required and referrals to an external agency.

Ensure that they receive advice on technical education qualifications, this will include T Levels 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;

**Guidance** is an in-depth interview conducted by a trained adviser which helps clients to:

- explore a range of options;
- to relate information to their own needs and circumstances;
- to make decisions about their career i.e. their progression in learning and work

## Student Entitlement

All students Y7-13 are entitled to:

- Receive independent careers advice in Years 7 – 11
- Careers advice must be represented in an impartial manner; showing no bias towards a particular institution, education or work option.
- Information provided must cover a range of education or training options
- Guidance must be in the best interests of the student
- There must be an opportunity for education and training providers to access students in Years 7 – 11 in order to inform them about approved technical qualifications or apprenticeships.
- The College must have a clear policy setting out the manner in which providers will be given access to students. *Details are available in the Provider Access Policy.*
- The College will use the Gatsby Benchmarks as the underlying foundations of its CEIAG programme.
- For students of compulsory school age, students should have a minimum of two encounters with employers and business across both Y7-9 and once again a further two encounters in Y10 & Y11. These encounters are mandatory.
- Students of sixth form age and, particularly those that have not yet decided on their next steps, a further two encounters should be made available during this period.
- Of these encounters, they must 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)

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.

## College Aims and Objectives

Brixham College ensures that its provision for CEIAG for all students will:

- Improve educational standards through the use of contexts that improve motivation and attainment for all students and provide greater awareness for students about the world of work, developing of key skills and employability.
- Work in partnership with external providers both in business and education to provide students with IAG in what employers look for in employees.
- Equip students with the necessary decision making skills about future progression.
- Ensure that students follow courses and programmes that are appropriate to their short and long term aspirations and needs.
- Provide students with current information on courses at Key stage 4, Post 16 and Post 18.
- Provide opportunities to explore careers through external providers in that field of work.
- Provide opportunities to undertake “Experiencing work” opportunities across all three key stage stages. (Yr7, Yr10 & Yr12).
- To provide students with an understanding of the world of work, its demands, commitment required, and achievements that can be gained.
- Inform students of careers related to STEM subjects.
- That students gain an understanding of local, national and international careers opportunities, Labour markets and where to find these opportunities.
- Ensure that all students gain access to a Level 6 qualified and impartial Careers Advisor at key points in their college journey.
- Ensure that students are well-prepared for their transition points at KS3, KS4 and KS5.
- Provide all relevant IAG, so that all students are prevented from becoming a NEET (*Not in Education, Employment or Training.*)
- To ensure all vulnerable student groups (PP/SEND/LAC) receive personalised and independent CEIAG that takes into account their circumstances, needs and aspirations.
- That students gain access to external Career Fairs, Open days/Insight days, Business led careers interviews

### **Brixham College CEIAG strives to:**

- Inspire students to succeed in their chosen careers;
- Inspire students to gain/increase their grade levels in exam results.
- Encourage a clear career goal.
- Increase students’ knowledge of the world of work.
- Reduce students anxiety about the future
- Improve social mobility and Increase cultural capital.

### **Delivery of CEIAG:**

Careers Education, Information, Advice and Guidance (CEIAG) is planned, delivered and monitored through the college’s Personal Development Curriculum and Personal Development auditing tools, and so is delivered through all the vehicles via this curriculum.

All elements whether are statutory in nature, or that Brixham deems vital for our students to know. The curriculum content for careers is planned out over a five year rolling programme, cross key stage 3 & key stage 4. This allows us to ensure that a robust and consistent approach is undertaken. As statutory advice and guidance changes, we are able to react quickly, and ensure that the new information is then delivered through the most appropriate means to the appropriate year group/s.

For those students who then remain, or join us in Sixth Form, our keystone 5 careers programme, is tailored to both develop and extend our students information, advice and guidance in the area of careers, as well as linked to Post 18 destinations, and the fulfilment of the “Baker clause”

The College ensure that the **8 Gatsby Benchmarks** are used as a framework for its careers provision under the following provisions:

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.

These provisions ensure that a quality delivery methods are used to present CEIAG to our students including:

- The use of the weekly Values Lesson.
- Through the Assembly programme.
- Focused Learning days.
- Focused Events / Competitions /Lectures/ Shows, via employer engagement & external partners.
- Offsite visits to events, exhibitions, employers, Post 16 & Post 18 colleges and Higher Education Partners, access to traineeship, and apprenticeships. etc.
- Delivery through subject/faculty related lessons, linked to other curriculum requirements.
- Through College displays, careers area, personal development spaces, and via the college website and specific careers pages.
- Through the colleges Careers Conversation weeks encouraging discussion & debate.
- Through independent advice and guidance via our Interactive platforms that can be accessed both at college and home, and is accessible to parent/carers. The college currently uses Careerspilot.
- Through targeted careers seminars and targeted group work and the formation of support groups for specific groups of students.
- 1:1 independent advice & guidance via our partners and other external agencies.
- Access to Careers SouthWest for key student groups, to ensure appropriate careers and Post 16 & 18 planning.
- Through targeted events for key careers / job roles (eg Insight into the Army)
- Access to Level 6 Impartial Careers information, advice & guidance.
- Access to Level 6 Careers advisors as required.
- Access to bookable appointments with local Apprenticeship Leads & Providers.
- Access to specific university support, and preparation sessions both in-house and via specific universities.
- Post 18 resource room, housed within the sixth Form centre, providing access to all Post 18 provider prospectuses and other relevant materials.
- Examination Results Day clinics and 1:1 support appointments, to assist with Uni clearing system and local college late application support.

Each year group also has a targeted careers event / or visit yearly, where the focus is ensuring that the entire year group participates in this event. Eg. Y8 Careers Enterprise Company's Dragon's Den, Year 10 & 12 Experiencing work event.

A Careers and Values pathway board depicting the careers and values journeys over the college years is displayed centrally.

### **CEIAG Support via Brixham College Alumni**

Brixham College is committed to maximising the benefits for every student, both present and past. Through the re-development of the college alumni, the college seeks to give current students access to those past students who are in professional roles and responsibilities as an additional means of sharing educational journeys, insight into their experiences in those

roles as well as providing students with their collective wealth of experience of life outside the College, and to inspire and encourage our students to aspire to reach their personal goals.

Due to the unique position in which Brixham sites geographically, Brixham College also seeks in the future, to build a core group of local businesses/employers that via the Alumni, provide access to their roles and responsibilities to Brixham College students in the first instance.

## Management of provider access requests

Procedure for a potential provider wishing to request access should contact Lizzie Aston, Assistant Principal. Email [Lizzie.Aston@brixhamcollege.tsat.uk](mailto:Lizzie.Aston@brixhamcollege.tsat.uk) or via the College Telephone on 01803 858271.

## Roles and Responsibilities

Staff with specific roles and responsibilities to Careers at Brixham College include:

**Personal Development (incl Careers)** - Lizzie Aston - Assistant Principal  
**PSHE/RSE/British Values** – Charlie Constable- Oversight/Lead of Values Curriculum  
**Philosophy & Ethics/ Religious Education**– Rebecca Dimmock

**Sixth Form Personal Development & Careers Programme** Addison Tailford. Deputy Head of Sixth Form)

**Brixham College allocated Governor for Personal Development incl Careers Information, Advice & guidance:** Laura Hay. (*Paignton Academy*)  
**TSAT Lead for Personal Development:** Ian Hartley (*Plympton Academy*)

All teachers, tutors, Heads of Year, Heads of Subjects, and key support staff at Brixham College, all have responsibility for preparing students for their current educational journey, future educational journey and beyond into their new careers / jobs and preparing students for a working life.

## External Agencies that support Brixham College with Careers provision.

**Careers and Enterprise Company:** Jacqueline Hobson  
**Careers Southwest Advisor:** Darren Baker  
**Next Steps South West:** Ewa Fojt

In order to support Brixham College in providing independent and up to date careers IAG, the college has access to:

**Careers & Enterprise Company:** assists with the monitoring and support of the college against the Gatsby Benchmarks. The college uses the independent Compass monitoring tool to ensure that we continue to improve the careers provision across the college and through all key stages. 3 termly reports are generated through this tool which allows us to monitor both at a local level and nationally.

**Careers Southwest:** provides the college with independent careers IAG with particular focus and in support of all our vulnerable and key student groups. CSW also supplies the college with a work experience package used with Year 10 & Year 12.

**Next Steps South West:** Is a consortium of Devon based universities who specialise their support with our sixth form and with opportunities to access leadership's programmes.

In addition to ensure that there is additional capacity for our Key stage 4 students, we utilise a local based Level 6 Careers Advice and Guidance lead.

It is the intention of the college, that as part of the restructuring in spring 2023, that the college will provide access to a current employee to undertake the Level 6 Careers Advisor qualification.

### **Monitoring and Evaluation**

Personal Development Curriculum and Careers Education Information, Advice and Guidance, will undertake all college Quality Assurance measure through the Quality of Education team. All CEIAG Schemes of work are reviewed annually in conjunction with the review of our Values provision across all key stages.

The use of the compass tool allows the college to monitor the completed of the Gatsby Benchmark's and allows the college to pro-actively review where additional provision is required.

CEIAG has a linked Governor, Laura Hay, who will assist in the review and monitoring process as well as reviewing progress through the careers portfolio. Laura Hay also hold a Level 6 Careers Advisor qualification.

In additional Personal Development Curriculum and Careers Education Information, Advice and Guidance, is monitored and evaluated via the Thinking Schools Academy Trust, lead by Ian Hartley.