



**CEIAG Vision:**

**Fostering our students' curiosity and self-awareness, empowering them to become responsible, respectful and valued members of the community who are ready to meet the challenges of their future with confidence.**

We strive to prepare our students to be active learners through our embedded, inclusive, skills and experience- rich careers programme.

In partnership with our community, industry contacts, Higher and Further Education providers, we create learning opportunities both inside and outside the classroom fostering our students' curiosity and self-awareness, empowering them to become responsible, respectful and valued members of the community who are ready to meet the challenges of their future with confidence.

**Beccles High School CEIAG Vision aligns directly with the whole school vision, curriculum intent and development priorities:**

*We strive to prepare our students to be active learners through our inclusive, skills and knowledge- rich curriculum. In partnership with our community, we share the goal to create learning opportunities both inside and outside the classroom. Our students aspire to become responsible, respectful and valued members of the community who are ready to meet the challenges of the future with empathy.*

Our Careers Programme has been developed to directly address all of these priorities, embedding them throughout the curriculum, culture and ethos of the whole school. The three themes, Partnerships, Community and Curriculum, encompass our successful work experience programme for Year 10s; the inclusive support for SEND students and their support networks; our ever increasing interactive network of industry, FE/HE partners and community connections and the proactive relationship between our Careers Advisor, Careers Lead and all our staff that reinforces CEIAG as part of our culture.

Beccles High School has an active partnership with the Norfolk and Suffolk Careers Hub and is proactive in its interaction with East Suffolk Council, Suffolk County Council and Suffolk Chamber of Commerce.

**Quality in careers:**

**'Career'** describes our journey through **life, learning and work.**

*2019 research by Education and Employers, entitled '**Motivated to achieve**' shows that participation in career talks with volunteers from the world of work can change the attitudes of Key Stage 4 (14-16 years old) pupils to their education. This can influence their future plans and subject choices, motivate them to study harder and supports an improvement in academic attainment.*

Setting the integration of Partnerships and Community into Curriculum as Beccles High School' Strategic Objective delivers this impact for our students. The comprehensive strategic careers programme encompasses processes that ensure a Quality Standard in our programme.

i.e.

1. *A structured careers programme is written down, published, routinely reviewed and undergoes measured evaluations. Systematic feedback from pupils, parents, local employers and teachers is sought and communication about the programme with all stakeholders is routine.*
2. *There is an individual responsible for careers who is, or is directly line led by, a member of SLT.*
3. *Students are aware, and understand, the careers programme, its purpose and the impact it has on their future life, learning and work.*
4. *Students know where and when they can find CAIEG, and can access their career pathway records.*
5. *School leadership gives CPD time to CAIEG and routinely reiterates its importance and the school's commitment.*

**Framework:**

## The 8 Gatsby Benchmarks

1. <b>A STABLE CAREERS PROGRAMME</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. <b>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b>	Every student, 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
3. <b>ADDRESSING THE NEEDS OF EACH STUDENT</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout
4. <b>LINKING CURRICULUM LEARNING TO CAREERS</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths
5. <b>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	Every student 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.
6. <b>EXPERIENCES OF WORKPLACES</b>	Every student 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
7. <b>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	All students 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.
8. <b>PERSONAL GUIDANCE</b>	Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.

## Objectives:

### Beccles High School Strategic Objectives

#### Summarised:

Strategic Objective	Meeting Gatsby Benchmarks
<b>Strategic objective 1. <u>Partnerships</u></b> Develop strong proactive partnerships, between the school and employers, employees and HE/FE providers, that deliver a wide range of encounters to broaden and challenge students' awareness of opportunities in line with Provider Access Legislation.	<b>Gatsby Benchmark 2, 5, 6 &amp; 7</b>
<b>Strategic objective 2. <u>Community</u></b> Create supported opportunities for our students to grow their own networks, build social capital, personal responsibility and empathetic community mind-set, whilst developing great employability skills.  Build mutually beneficial interactive connections between the school and the community in which it sits.	<b>Gatsby Benchmark 2, 3, 5, 6</b>
<b>Strategic objective 3. <u>Curriculum</u></b> Integrate careers education across the curriculum with all staff being aware of their role and taking a proactive part in contextualising subject knowledge and transferable skills in the world of work.	<b>Gatsby Benchmark 1,2,3 and 4</b>

#### In more detail:

#### Strategic Objective 1.

##### Partnerships

Develop strong proactive partnerships, between the school and employers, employees and HE/FE providers, that deliver a wide range of encounters to broaden and challenge students' awareness of opportunities.

##### **This includes:**

- A full programme of in school careers activities that utilise employer and employee partnerships and is written into the school calendar.
- PSHE lessons, augmented by partners, cover future plans and career management skills as part of the curriculum map.
- All Yr10 take part in work experience outside of school.
- Local post-16 providers, apprenticeship service providers and major local employers who offer apprenticeships attend careers fairs and interactive sessions with students during the school day.
- Trips to post-16 providers and businesses are part of the careers programme.

- Three year tracking of alumni in place and alumni engaged with school careers programme.
- Staff, students, parents and employers are aware of, are involved with and feed back on careers programme
- Use of various methods of communication to include partners and stakeholders in the careers programme is integrated into routine.

#### **Why we do this**

- Research shows that regular meaningful encounters with the world of work raises aspirations, increases engagement with learning and motivation for learning, thereby increasing attainment and reducing the risk of students becoming NEET.
- Through awareness of a wider spectrum of opportunities, with information about them delivered by a broad and diverse spectrum of role models, students are significantly more likely to find resonance with higher aspirational pathways and engage with the education and experience that will enable them to achieve.
- Human nature is to gravitate towards that which is familiar. Encounters that turn unknowns into knowledge and awareness of both work place and educational options will open up student's post-16 post, post 18 and career choices which can be confidently based on informed ambitions.
- Exploration of options with a breadth of informed external partners will inspire development of further research skills, give access to, and make sense of, up to date labour market information, facilitate social mobility and support each individual student to make effective choices and transitions appropriate to themselves.

#### **Strategic Objective 2.**

##### **Community**

Create supported opportunities for our students to grow their own networks, build social capital, personal responsibility and empathetic community mind-set, whilst developing great employability skills.

##### **This includes:**

- Personal development experiences created within the school community (staff, students, and parents) engaging students in a wide range of co-curricular opportunities.
- Beccles 'Promises' initiative launched enabling students to experience opportunities that they wouldn't normally get the chance to.
- Enrolment of school into Health & Social Care Academy.
- New school V&V introduced and Positive Contributions recognition display created.
- Each house selects a local charity to support within the wider community.
- Students to engage with school council roles, prefects, lead students and house captains. Roles defined for each leadership position.
- Beccles High School has good, mutually beneficial, working relationships with local groups, public sector organisations and charities. Members of school staff and careers team regularly attend local events and organisations in person.
- Beccles High School careers related news is published via internal and external newsletters and included in social media campaigns
- Parent voice is an integral part of the careers programme.

#### **Strategic Objective 3.**

### **Curriculum**

Integrate careers education across the curriculum with all staff being aware of their role and taking a proactive part in contextualising subject knowledge and transferable skills in the world of work

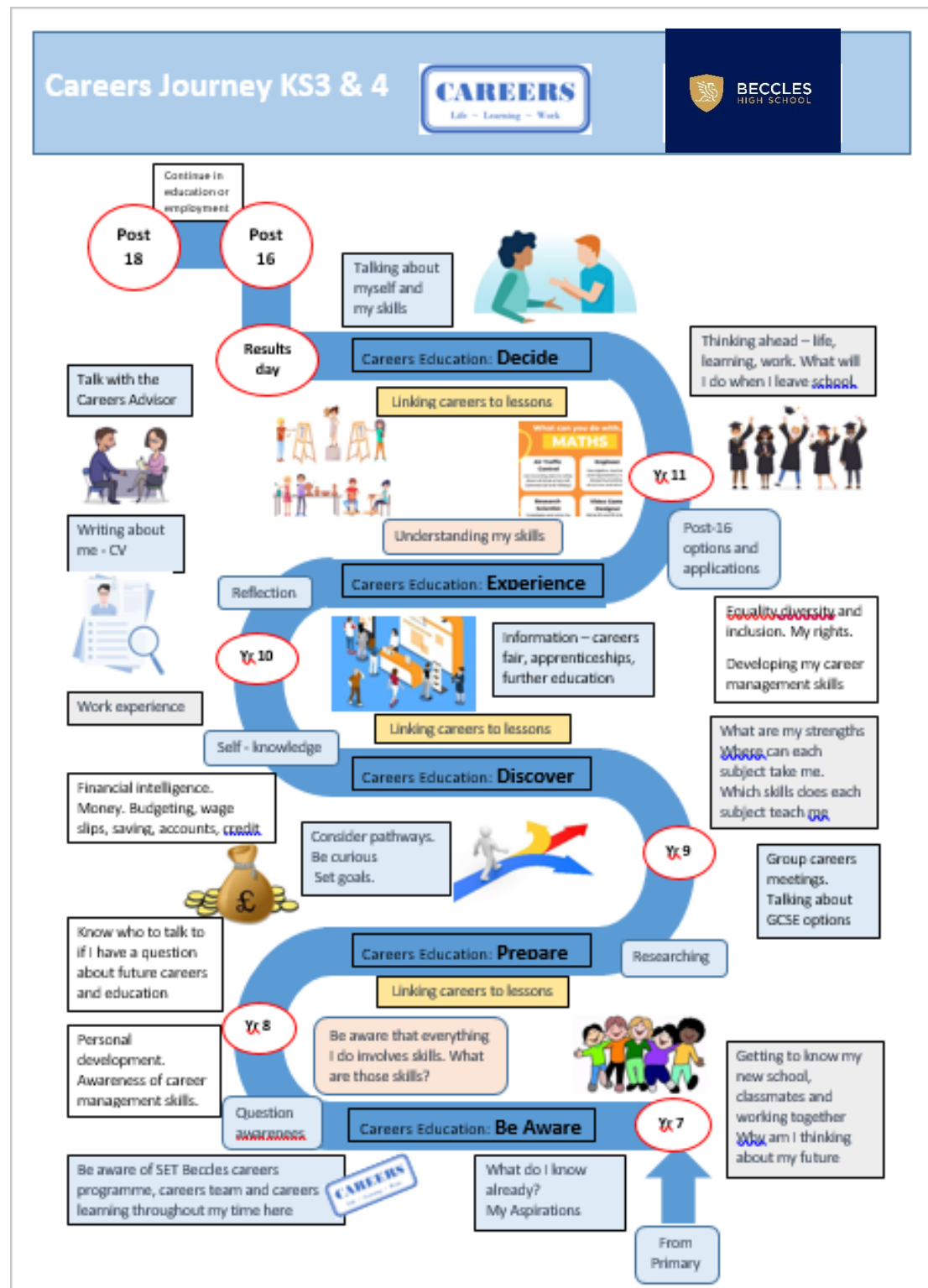
#### **This includes:**

- At least one 1-2-1 CPD session for each subject lead with Careers Lead every school year.
- At least one careers focused CPD session for all staff – based on training needs audit.
- At least three careers activities written into each scheme of work Yr7 – 11
- Staff feel empowered and confident in engaging in careers conversations and guiding students with their choices.
- Students understand how their education helps them to develop the fundamental skills and knowledge to achieve success.
- Students are motivated to engage in learning and strive for high attainment as they are aware of achievable aspirational opportunities and understand how their abilities will help them to achieve these aspirations.
- Every organised careers activity links back to, and highlights, relevant aspects of curriculum subjects.
- Links from careers activities to curriculum subjects are linked forward for students to their relevance in job roles/accessing job roles.
- A cross-curricular project emphasising careers connections is on the calendar for at least one year group.
- Successes are publicised/shared with stakeholders

#### **Why we do this:**

- Students feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people's lives.
- Students become more aspirational, understanding that perceived barriers can be overcome using skills and knowledge they are gaining every day and that there are numerous pathways to success.
- Subject teachers are highly influential – students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams
- Staff highlighting the relevance of their subject to future careers and opportunities creates social capital for young people with more limited networks.
- Improving careers education/guidance in secondary schools and colleges can lead to better student outcomes, while also raising aspirations and increasing engagement with education", ICEGS
- [Skills Builder – Better Prepared Report](#) 'Strong essential skills such as speaking, listening and staying positive can positively influence young people's employment prospects.
- Career context enriches education and helps students see the point of what they are being taught.

## The Careers Learning Journey:



## Beccles Careers Programme 2024/2025:

<div>CAREERS</div> <div>Life ~ Learning ~ Work</div>		Beccles High School Careers Programme 2024/2025														
Audience	Introduction to Careers Programme objectives, outcomes and impact - specific for each year group		CEIAG in PSHE & printed Student Personal Planners	Mock interviews	1-2-1s with Careers Advisor	Group meetings with Careers Advisor	Work Experience	Careers Fair	Careers in the curriculum, including PSHE	Tutor time & Assemblies	Newsletter/comms Careers Section	Business/ Partners/ Stakeholders Networking	Sector focused enrichments	Careers focused content for interventions	Programme of workplace /FE/HE visits/visitors	
Year 7 Be Aware	Autumn Term															
	Spring Term															
	Summer term															
Year 8 Prepare	Autumn Term															
	Spring Term															
	Summer term															
Year 9 Discover	Autumn Term															
	Spring Term															
	Summer term															
Year 10 Experience	Autumn Term															
	Spring Term															
	Summer term															
Year 11 Decide	Autumn Term															
	Spring Term															
	Summer term															
Staff																
Parents / Carers																
Partners																
Noteable dates for all year groups:																
National Careers Week		W/C 3.3.25														
Skills Show visit (if the Skills)		Mar 25?														
National Apprenticeships Week		W/C 3.2.25														
British Science Week		W/C 7.3.25														
Whole school initiatives to develop employability skills																
Community/Charity/Volunteering projects																
Student Voice/School Council																
Careers voice at PTA/Friends/Parents Evenings/Options Evenings																
Staff CPD																
Extra curricular clubs and competitions																
Careers Programme evaluation and review programme																

## Stakeholders:

There is a regular careers element in the school newsletters which will share the positive impact of some of our careers programme activities, give notice of upcoming events and opportunities and invite feedback and suggestions.



We facilitate networking within the school that includes talks to and from employers, providers and stakeholders. We are also building links with the local community and business networks outside the school, sharing upcoming topics via talks or appropriate articles and inviting interaction.

The Careers Leader and Careers Advisor attend appropriate parents evenings, options evenings and careers fairs and staff CPD/INSET days to provide updates, impact and reviewed programme objectives.

When possible, social media and LinkedIn posts share information

#### **Partners:**

Beccles High School works closely with the Suffolk and Norfolk Enterprise Advisor Network and the Careers Hub.

Regular collaboration and contribution comes from many sources, including but not limited to:

Apprenticeships Suffolk

DWP

East Suffolk Council

Amazing Apprenticeships

Post-16 and Post-18 providers

Our database of business contacts

Our database of work experience placements

Business networks and organisations such as Suffolk Chamber of Commerce, Growth Hubs, local business associations.

Community groups

#### **Student entitlement/goals for students:**

We deliver individual and impartial CEAIG that helps students to prepare for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire and articulate the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Students and their parents/carers/supporter can request a meeting with the Careers Advisor at anytime during their school journey at Beccles High School and are able to access information recorded by the school about their interests and aspirations.

Students are able to request access to their career pathway information recorded on Compass+

#### **Monitoring and evaluation:**

Records of careers activities, student meetings with the Careers Advisor, destination data and student interests and ambitions are maintained on Compass+. A termly Compass+ report is submitted. Students are permitted access to their records on request.

Each significant activity, and the careers programme as a whole, is evaluated in an appropriate manner and the data recorded. This data informs review and development of the programme.

Student, parent and partnerships voices play an important role in the development of the programme

There is an annual Trust visit looking at how the school is performing against Gatsby Benchmarks and, importantly, the quality of evidence that has allowed the school to rate itself against each Benchmark on Compass +

**Personnel and contact details:**

The school Careers Adviser is Ms Stockman, who meets with our students in year 9 for group discussions aimed at equipping students with the information about future pathways from subjects to fully inform their GCSE choices. She also meets each year 10 and 11 student at least once. Parents/carers/support network can attend on request or by approval of the student.

The school Careers Leader is Ms Stockman. She is responsible for the creation implementation and monitoring of the careers strategy and the careers programme. This includes a series of CPD workshops and 1-2-1s for staff to ensure they are accessing all the resources they need to embed careers in their teaching or support of students.

The Careers Leader will co-produce with SLT and staff, a programme of careers activities throughout the school year and ensure all are empowered to lead effectively on their meaningful careers activities, can evidence impact and record activities via an agreed process.

Ms Stockman can be contacted via email

[j.stockman@beccleshighschool.org](mailto:j.stockman@beccleshighschool.org)

The Trust Careers Lead is: Kirsty Bray ([k.bray@setrust.org](mailto:k.bray@setrust.org)) her role is to support the schools source and deliver a careers programme that meets the Gatsby Benchmarks, working with external parties as required and coordinating termly meetings of school Careers Leads to share pertinent and relevant information that can be drawn into each school's careers programme. The Trust arranges, in conjunction with each careers lead, an annual careers audit and review and a short written report against the Gatsby Benchmarks is produced.

The Trustee with the Careers oversight is: