Careers Education and Guidance (CEG) Policy

Policy reviewed by:	**Curriculum Committee**
Meeting:	**Autumn**
Review frequency:	**Annually**
Approved	**September 2025**
Next review	**September 2026**

Vision and purpose:

Selly Oak Trust School aim to promote a career development culture that is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the wellbeing of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Selly Oak Trust School is committed to following the 8 Gatsby Benchmarks and implementing this legislation into CEG curriculum and guidance in the school. The school has a named Careers Leader, Simon Pearson, Assistant Head Teacher.

National and local expectations:

Briefly the Gatsby Benchmarks (B) are as follows:

B1. A stable careers programme
B2. Learning from career and labour market information
B3. Addressing the needs of each young person
B4. Linking curriculum learning to careers
B5. Encounters with employers and employees
B6. Experiences of workplaces
B7. Encounters with further and higher education
B8. Personal guidance

Detailed in the policy below are the different ways Selly Oak Trust School meets these Benchmarks and available on the school website is the Careers Curriculum in more detail.

Selly Oak Trust School is dedicated to: (*B refers to Benchmark*)

- Securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, April 2017) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015) and the Education and Skills Act (2008) (B3).
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (B1).
- Students in 6th form, have the chance to take part in work experience placements that have a special interest for them, with more opportunities being sourced by the school, and also encouraging families to seek placements close to where they live (B5, B6). If students cannot find a specific placement, the school has links with local companies offering various opportunities linked to the local labour market. These opportunities include retail, children's nurseries,

administration, hospitality and site and grounds maintenance. The school has a dedicated Work Experience Co-ordinator who manages this work.

- The school also have links with a growing network of local businesses, including a partnership with 3 city centre hotels, which give students the opportunity to carry out day to day duties with staff who work there. (B5, B6).
- The school is developing work experience offers for students in Year 11, to help prepare them for 6th form experiences and meet a growing interest in what the world of work is like (B5, B6).
- The school has built strong links with local colleges and students have the opportunity to take part in taster sessions, weekly sessions in Year 12 (construction at Hall Green, South and City College Birmingham - SCCB) and to visit more specialist colleges for assessments. The strong links enable students to transition more easily, and documents are shared in a secure way to aid transition further (B2, B7).
- The school invites local colleges and Supported Internship providers to present to students via Microsoft Teams, or in person, during Skills for Life lessons and the annual 'Next Steps Event *, and groups visit local colleges. These sessions are delivered to students from Year 8 to Year 14 (B3, B7) and meet the requirements of the Provider Access Policy. *

** Next Steps Events give families the opportunity to meet careers advisors, colleges and supported internship providers along with KS5 staff.*

** The Provider Access Policy sets out the school's arrangements for managing the access of external providers (organisations) who give students information about education or training offers.*

Current priorities:

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations (B3, B8).
- Meeting the needs of specific groups including Children in Care (CIC), young carers, children from economically deprived backgrounds and children with special educational needs and disabilities (B3, B8).
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability (B1, B3, B4, B8).
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways (B1, B2, B5, B6, B8).
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support (B3, B4, B8).
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs (B2, B3, B4, B5, B6, B7, B8).
- Schemes of work with differentiated resources accessible to all subjects within the Skills for Life faculty related to CEIAG (Careers Education Information and Guidance) (B1, B3, B4).
- Meeting Gatsby Benchmarks and further developing best practice for CEIAG.

- Using Compass+ to review Gatsby Benchmarks and develop the recording of events linked to CEIAG to increase Gatsby Benchmark scores (B1-B8).

**Compass+ is a database to log student's careers encounters and to record where schools complete the Gatsby Benchmark Assessment.*

- Work with Birmingham Careers Service to develop the school's offer and offer further, impartial support (B1-8, specifically 8).
- Faculty Leaders developing their curriculum to have specific links with career pathways via guest speakers, educational visits, lesson activities and specific units of work. (B2, B3, B4, B5, B6).

Strategy:

To achieve the objectives of this policy, we will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure (B1, B3).
- Develop and maintain an annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD (Continuing Professional Development) costs, and monitoring, reviewing and evaluating the strategy (All Benchmarks).
- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning (B1, B4).
- Communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision (B7).
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme (B1).
- Work closely with the local authority to ensure students and their families are supported during EHCP reviews and as they transition from Selly Oak Trust School. The local authority support with ensuring the students have access to specific bursaries they are entitled to (B3, B8).
- Reviewing the provision each year against the Gatsby Benchmarks.
- Agree a rolling, costed plan with Birmingham Careers service, implement the plan and benefit from the impact of their expertise on Benchmarks that need specific development (B1-8, specifically 8).