

Bedford Free School careers entitlement

Access to high quality careers education, information, advice and guidance (CEAIG) is a learning entitlement for all our pupils. At Bedford Free School (BFS), we want to ensure that our students understand the opportunities available to them so that they can take ownership of their own career plan. Students will be able to make informed decisions about the appropriate pathway for them, which supports their interests and abilities, which will help them to follow a career path and sustain employability throughout their working lives.

By the end of year 11, every pupil will have received impartial careers advice. Students will know what opportunities are available to them Post 16, including information about technical education qualifications and apprenticeship opportunities. This will allow students to focus on their career aspirations, and ensure their career pathway beyond year 11 is right for them to reduce dropout, or course switching. This will also help prevent students from leaving BFS and becoming NEET (Not in Education, Employment or Training).

To ensure the provision offered to BFS students is appropriate, in accordance with government guidance, it is measured against the Gatsby benchmarks.

The 8 Gatsby benchmarks of good career guidance are:

- 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

Our careers programme is monitored regularly through the use of the Compass careers benchmarks tool. This tool enables us to identify gaps in provision and ensure that we quickly rectify any issues so that we can be confident about the programme that we offer our pupils.

More information on the Gatsby benchmarks can be found here:

https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks

Provision

Year 7

The focus is on introducing careers and the key skills required in employment. Students will also visit a university to help raise their aspirations.

Year 8

Students will look in more detail at the sort of career they think they are interested in and will be introduced to different types of careers and businesses.

<u>Year 9</u>

Students will be informed of the different level of qualifications. They will find out about different routes and the labour market. This will also help to inform them about their GCSE choices.

<u>Year 10</u>

Students will start to refine some of their skills. They will learn how to write a CV and be given interview advice. Additionally they will go on work experience and also gain a greater insight into apprenticeships.

Year 11

The focus in year 11 is around next steps and post 16 options. Students will update their CV's and learn how to write letters of application. All students in year 11 will receive a 1-1 careers interview.

Overview of activity

| | Autumn Term | Spring Term | Summer Term |
|---------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Year 7 | Introduction to careers | National Careers week | Employer encounter University visit |
| Year 8 | Key characteristics | National Careers week | |
| | Apprenticeship Assembly – apprentice view | Employer encounter | |
| Year 9 | Labour market assembly Grouped careers interviews Career competencies work | National Careers week College Apprenticeship assembly – provider view | Options assembly and parents evening |
| Year 10 | Welcome to year 10 and work experience evening | National Careers week Work place guidance Interview guidance CV writing Employer encounter – Apprenticeship employer view | Work experience |
| Year 11 | Individual careers interview Next steps event CV update NCS programme | National Careers week Writing letters of application Post 16 interviews | |

| | Autumn term activity | What? | Spring term activity n.b. National careers week | What? | Summer term activity | What? |
|---|-----------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------|
| 7 | Tutor group session | Introduction to careers. During a prep pupils look at key skills within jobs | Tutor group session | Pupils are made aware of the different types of businesses / careers | Employer encounter - whole year assembly | This ensures students get the opportunity to learn about different careers |
| | Tutor group session | Work on START programme | Tutor group session | Work on START programme | Enabling enterprise day | Students work on enterprise project during activities week |
| | | | National Careers week | Do now activity focussing on how subjects relate to careers | University visit - UoB visit Act week | Students gain an insight of what it feels like to be University |
| 8 | Tutor group session | All students look at key characteristics to support successful employment | Tutor group session | Students are introduced to useful websites to help identify requirements for different careers | Tutor group session | Work on START programme |
| | Apprenticeship assembly – the view of an apprentice | This ensures students get the opportunity to hear about Apprenticeships | University visit TBC | Russell Group university visit | | |
| | | | Employer encounter | This ensures students get the opportunity to learn about different careers | | |
| | | | National Careers week | Do now activity focussing on how subjects relate to careers | | |

| 9 | Labour market assembly (possibly Cal Hopkins) | Students are informed of different routes into careers, employment laws and labour market | Apprenticeship assembly – the view of the provider | This ensures students get the opportunity to hear about Apprenticeships | Tutor group session | Students learn about the different level qualifications (1, 2, 3etc) |
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| | Grouped careers interview | This ensures that students have received guidance on which GCSE's are required to follow particular career paths | STEM show at NEC | MK or NEC Big bang Fair | Employer encounter - whole year assembly | This ensures students get the opportunity to learn about different careers |
| | Tutor group session | Students fill in Career competencies overview | Options assembly and parents evening | This supports students in selecting their most appropriate route through their GCSE's | Tutor group session | Work on START programme |
| | | | National Careers week | Do now activity focussing on how subjects relate to careers | | |
| 10 | Careers evening | welcome to work experience evening | Tutor group session | interview advice | Tutor group session | Local provider delivers assembly focussed on apprenticeships |
| | STEM day (and employer encounter) | Students gain a greater insight as to the importance of STEM in their career | Apprenticeship assembly – the view of the employer | This ensures students get the opportunity to hear about Apprenticeships | Next steps event at Kimberley College | Students are able to experience what life in KS5 might be like |
| | Tutor group session | Work on START programme | Tutor group session | During a prep all year 10 are supported in writing a CV | Work experience | This ensures that all students have experienced a place of work |
| | | | National Careers week | Do now activity focussing on how subjects relate to careers | | |

| 11 | Tutor group session | All students complete an update of their CV | Tutor group session | All students are supported in writing a letter of application & receive interview prep | |
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| | Next steps event | Students are able to talk to post 16 providers to help support their decisions about their next steps and so they know the range of provision Post 16 | Post 16 providers assembly date tbc | Students are given next steps advice from local providers | |
| | 1-1 careers interviews | All students receive a 1-1 interview from an independent careers advisor | Employer encounter – whole year assembly | This ensures students get the opportunity to learn about different careers | |
| | Tutor group session | Work on START programme | National Careers week | Do now activity focussing on how subjects relate to careers | |
| | NCS assembly | Students are introduced to the NCS programme and the benefits there are of taking part to support their employability skills | | | |

What is the START programme? It is a comprehensive digital platform which provides structured and progressive activities. The platform caters for all students helping them to make more informed decisions about future study and career options at the right time and in good time.

It can be found at: www.startprofile.com