

St Bede's

Catholic School
& Sixth Form College

CEIAG Policy

2022 - 2023

Governing Body Approval: Full Governing Body	
Name:	Signature:
Date	For application 22/23
Adopted revision	Next revision Autumn Term 2022

Policy for Careers
Education, Information, Advice and Guidance
Including Provider Access Arrangements
St Bede's Catholic School and Sixth Form College, Lanchester

2022/23

The School Mission Statement

The school is a Catholic School and as such the aims within it are to create an atmosphere of Catholic values, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus, they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

North Durham Demographic

St Bede's Catholic School and Sixth Form College is situated in the small rural village of Lanchester. The catchment area not only covers this area but also the towns of Consett and Stanley and their environs. This area falls into the North Durham area of the County.

County Durham shares many of the problems of the north of England, arising from a long-term pattern of sectoral change and industrial decline. It also has unique challenges arising from its legacy of scattered industrial settlements, and its lack of a large urban area to drive growth.

The school's catchment area falls into three Area Action Partnerships (AAP's) each having a very distinct character and differing social/ cultural / economic settings.

- Derwent Valley (covering Consett and the surrounding areas)
- Mid Durham
- Stanley

The Stanley and Derwent Valley AAPs are predominantly 'urban' in nature with a joint population in the region of 80,800¹. The majority of settlements in this area are former pit villages, a legacy of the significant mining undertaken in the area up until the 1980s. Consett was also dominated by a steel works until this time too. Interspersed between the settlements are areas of rough moorland and fells, a reminder that the land which covered the coal was mainly agricultural. The village of Lanchester, where the school is situated falls within the Mid Durham APP and has a more agricultural/dormer town presence in the community.

¹ Estimated from the Office for National Statistics 2019 mid-year estimates and published here:
<https://www.durhaminsight.info/population/>

Deprivation

Deprived areas are identified using the Index of Multiple Deprivation², which is a summary measure of area disadvantage based on indicators of employment, income, crime, health, education, housing and environment.

County Durham is now the 48th most deprived area out of 151 upper-tier local authorities in England. This is 11 places lower (relative increase) than in the previous data released in 2019 when the county was ranked as the 59th most deprived upper-tier LA in England.

Summary analysis of some of the underlying indicators in this domain implies that adults with low or no qualifications and low levels of progression to higher education are more likely to be the drivers of higher levels of deprivation.

Within Stanley 8.6% of the population live in the top 10% most deprived areas³ of County Durham. This is a fall from 13.5% in 2015. The County Durham figure currently stands at 10.8%.

Of the three AAPs covered by our catchment area only Mid Durham has seen the proportion of the resident population living in deprived areas increase between the 2015 and 2019 indexes (5.2% in 2019, up from 0% in 2015).

In **Derwent Valley**, none live in the top 10% most deprived areas for either the 2015 or 2019 indexes. In addition to the above, three other AAPs continue to have **no areas** ranked within the top 10% most deprived category.

Proportion of the population living in the Top 10% most deprived areas: ID 2019 and ID 2015 by AAP

Top 10% Threshold				
AAP	ID 2015		ID 2019	
	% of the population in the top 10% most deprived LSOAs	Rank	% of the population in the top 10% most deprived LSOAs	Rank
3 Towns AAP	17.7%	3	17.4%	4
4 Together AAP	7.3%	6	6.9%	7
BASH AAP	25.3%	1	26.0%	1
Chester-le-Street AAP	2.8%	8	2.8%	10
Derwent Valley AAP	0.0%	10	0.0%	11
Durham AAP	2.6%	9	4.4%	9
East Durham AAP	23.9%	2	23.4%	2
East Durham Rural AAP	0.0%	10	0.0%	11
GAMP AAP	17.4%	4	21.7%	3
Mid Durham AAP	0.0%	10	5.2%	8
Spennymoor AAP	5.1%	7	12.9%	5
Stanley AAP	13.5%	5	8.6%	6
Teesdale AAP	0.0%	10	0.0%	11
Weardale AAP	0.0%	10	0.0%	11

² Summarised from the Department of Communities and Local Government 2019 Index of Deprivation and published here: <https://www.durhaminsight.info/deprivation/>

³ Areas refer to the Office for National Statistics (ONS) Lower Super Output Area geography which is explained within the release of the Index of Deprivation methodology: <https://www.gov.uk/government/publications/english-indices-of-deprivation-2015-technical-report>

Within the **Derwent Valley AAP**, nearly one fifth of the population (18.2%) lived in the top 30% most deprived areas in 2015, this increased to nearly one third (29.2%) in 2019.

Proportion of the population living in the Top 30% most deprived areas: ID 2019 and ID 2015 by AAP

Top 30% Threshold				
	ID2015 % of the population in the top 30% most deprived LSOAs	Rank	ID 2019 % of the population in the top 30% most deprived LSOAs	Rank
3 Towns AAP	39.6%	7	53.2%	6
4 Together AAP	73.5%	1	80.1%	1
BASH AAP	68.8%	4	78.8%	2
Chester-le-Street AAP	33.1%	9	33.3%	9
Derwent Valley AAP	18.2%	11	29.2%	11
Durham AAP	13.2%	12	13.3%	13
East Durham AAP	69.2%	3	72.9%	4
East Durham Rural AAP	40.6%	6	42.1%	8
GAMP AAP	37.3%	8	53.0%	7
Mid Durham AAP	24.4%	10	29.7%	10
Spennymoor AAP	48.6%	5	54.2%	5
Stanley AAP	71.5%	2	74.5%	3
Teesdale AAP	10.5%	13	15.7%	12
Weardale AAP	2.3%	14	2.2%	14

Qualifications

Young people entering a very competitive market need the best possible qualifications to compete, locally, nationally and globally for future jobs. Research shows that individuals with higher qualifications are more likely to be employed than those with lower qualifications, and once in work they earn more on average than similar individuals with lower-level skills.

Qualifications In the 16+ population - 2011 Census						
	England & Wales	North East	County Durham	Stanley AAP	Derwent Valley AAP	Mid Durham AAP
% of the 16+ population having a Level 4 or above qualifications in 2011,	27.2%	22.2%	21.5%	14.9%	23.7%	25.1%
% of the 16+ population in educated to apprenticeship level in 2011	3.6%	4.7%	4.2%	4.1%	4.7%	3.9%
% of the 16+ population in AAP had no qualifications in 2011	22.7%	26.5%	27.5%	32.4%	24.7%	26.1%

Worklessness

Worklessness in the young adult population can lead to long term unemployment, lack of social mobility and increased risk of poverty. People in work are also more likely to do some learning, than those who are economically inactive or unemployed, which will lead to a more financially secure workforce.

There is also clear evidence that worklessness contributes to ill health, unhappiness and depression, with people who move into work tending to report substantial improvements in mental health. Periods of unemployment can also have a lasting negative impact on earnings. Young people who spend time not in education, employment or training (NEET) can face a 10–15% wage penalty.

The latest estimates from the Annual Population Survey suggest that **22.1% (January 2020 to December 2020)** of the County's **24 and under** population were unemployed, down from the estimated **32.9% in the period January 2012 to December 2012**.

St Bede's Context

St Bede's is part of BISHOP WILKINSON CATHOLIC EDUCATION TRUST which contains 31 primary schools, 6 secondary schools, no special schools, and no pupil referral units.

We are a larger than average 11-19 Catholic comprehensive school. NOR: approx. 1430, 185 are in sixth form. This is well above average for number of students on roll. The number of pupils in year 7 (256) was higher than all other year groups.

Since September 2014, we have been a designated Teaching School. As a Teaching School we are involved in school-to-school support through the deployment of SLEs across the area. We were formally designated a Language College and are currently an 'International School'.

St Bede's was one of two North East licensees for National College Leadership Licensing Programmes (L4NE) for the development and delivery of NPQSL/ML/NPQH programmes. We were successful in the round of accreditation to provide the reformed NPQs We offer aspiring leaders in our school opportunities for training and 'on the job' leadership projects. We are also a lead school in the School Direct Partnership (ITT) through our close partnership with Durham SCITT. Our Assistant Headteacher is a prominent lead on the hub for Relationship & Sex Education (RSE). The school offers a Masters' programme in partnership with the University of Newcastle. St Bede's is a lead school for TSST (second specialism) training in mathematics, core maths and MFL. St Bede's promotes on a regional basis the work of the Institute of Physics (0.2 post). St Bede's is a lead school in the cluster for Primary PE SLA, this offers schools the opportunity for staff CPD and further extra-curricular participation. We continue to engage our governing body with training to support their work.

Within St Bede's

- Pupil prior attainment for reading, writing and maths was unavailable this year due to COVID-19
- Students in receipt of Free School meals is below average. FSM account for 18% of students, although year 7 does have 24% of pupils on FSM.
- St Bede's has 15 out of 17 possible ethnic groups within the school The largest ethnic groups are: White - British 92%
- 2.3% of pupils have a first language not/believed not to be English. Overall absence for these students was in the lowest 20% of all schools
- St Bede's has 70 students requiring SEND support and 21 students who have a EHC plan. 31 of these pupils are also disadvantaged. Overall attainment for disadvantaged students was in the highest 20% of all schools

Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in 2019/20 or 2020/21. As a result of this, the government announced that it would not publish school or college level results data in autumn 2020 or autumn 2021.

School Exam summary 2018/19

This is final data for 2018/2019

▼ [About these results](#)

This page shows [final](#) results for pupils who completed [key stage 4](#) in the summer of 2019, except where stated otherwise. We published the provisional results in October 2019, the revised results in February 2020 and the final results in March 2020.

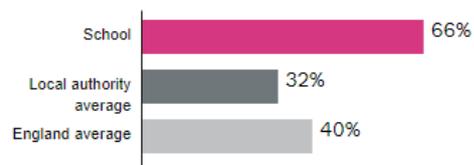
Progress 8 score [?](#)

Of the 225 pupils at the end of key stage 4 in this school, 225 are included in this measure.



[More score details](#) [?](#)

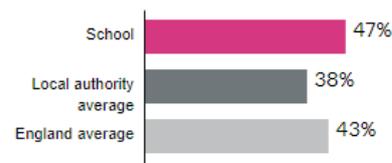
Entering EBacc [?](#)



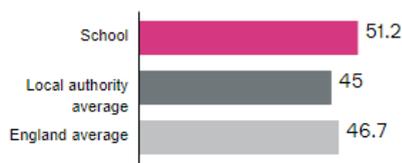
Staying in education or entering employment [?](#)



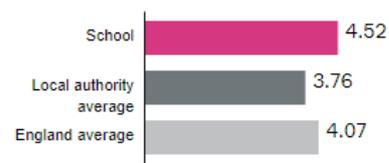
Grade 5 or above in English & maths GCSEs [?](#)



Attainment 8 score [?](#)



EBacc average point score [?](#)



Students from St Bede's reaching the end of 16 to 18 study in 2017 and staying in education or employment for at least 2 terms after this.

Total number of students: 120



Rationale for CEIAG in St Bede's

With issues above in mind, St Bede's CEIAG Self Evaluation and Improvement Plan and CEIAG plan sets out to sustain links with employers and outside agencies in order to inspire young people to consider a broad range of careers which promote the best interests of the young person and encourages positive destinations for every young person leaving St Bede's.

This is in order to contribute to the raising the educational achievement of County Durham's young people and to help them to make informed career choices linked to the needs of the local, national and global economy.

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of St Bede's Catholic School that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

Commitment

St Bede's Catholic school references the following legislation in its CEIAG activity

- Section 42A, 42B, 45 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
- Education (Careers Guidance in Schools) Act 2022
- The Skills and Post-16 Act 2022

St Bede's Catholic School recognises that it has a responsibility to ensure all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds), (Education Act 1997, section 42A). The governing body also recognises that it must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Managing the access of providers

This policy statement also sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997,

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and professional bodies related to CEIAG including published research as it is available.

St Bede's Catholic School is committed to working towards a quality award for Careers Education, Information, Advice and Guidance.

Development

This policy was developed and is reviewed annually in discussion with school leaders, teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. the Local Authority, National Careers Service, National Apprenticeship Service, Local Enterprise Partnership).

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, special educational needs and disability, equality and diversity, gifted and talented, looked after children and PSHE.

OBJECTIVES

Learners' needs

The careers programme is designed to meet the needs of learners at St Bede's Catholic School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

Pupil Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

All pupils in years 8 to 13 are entitled:

- 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 and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will 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: Benchmark 7 | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk).

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

IMPLEMENTATION

Management

The Career Progression Manager will manage the careers education programme and is responsible to the Director of 6th Form- Mr A McCarthy and Miss L Mather, assistant Headteacher. CEIAG is also supported by a link Governor: Mr D. Dixon and an Enterprise Advisor linked to the North East Local Enterprise Partnership. Work experience is planned and implemented by the school which works closely with North Yorkshire Business Enterprise Partnership to source and monitor these placements. We have also, in light of the recent pandemic, encouraged students to undertake virtual experiences and volunteering to support this area of their development.

Staffing

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by a range of staff including the Career Progression Manager, form tutors and ‘external professionals’, co-ordinated by the Career Progression Manager. The CEIAG programme is planned, monitored and evaluated by the Career Progression Manager in consultation with the senior leadership team. Careers information is available in a variety of formats, printed within the Sixth Form /career interview area & electronic within the school website and network. These resources are maintained by the Career Progression Manager with support from the ICT support staff.

Curriculum

St Bede’s prides itself in preparing students for the next stage of their life, not only academically but in relation to future career pathways. Where ‘career’ was once thought of as a single commitment to a lifelong occupational pursuit, it is now thought of as a lifelong journey whereby individuals participate in differing learning and work roles. At St Bede’s we hope to contribute to and prepare young people for that journey.

We have relevant Careers Education modules built into our PHSE programme from Year 7 through to 6th Form which draw upon many visiting speakers from local organisations, FE Colleges and Universities.

Within our programme students:

- Learn about the structures, systems and factors that guide, shape and influence people’s career prospects and career development
- Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans, and how they can do so
- Develop and practice the self-help skills they need to progress their own career plans and development, including the effective use of IAG (Information, Advice & Guidance)

Careers Information – students have access to accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice and how to access it. We work in partnership with local colleges and employers to ensure students have access to the best opportunities in the career market. We also use relevant Labour Market Intelligence data to help students make informed choices.

Careers Advice – We have a range of activities that help young people to gather, understand and interpret information and apply it to their own situation. For example, we have a Careers Carousel events for every year group from Y7 to 6th Form and a Careers Convention in Year 12 which allows students to discuss careers with industry ambassadors from a vast range of sectors, Colleges and Universities.

Careers Guidance – we provide impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress. All Year 11 students have a one-to-one Progression Interview with our Career Progression manager, Anne Jukes, to prepare them for post 16/18 choices. All other year groups can book appointments or drop-in during break or lunchtimes or free periods to access IAG.

The careers programme includes: careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities using the school computer network and work related learning, work experience, and individual learning planning/portfolio activities.

Careers lessons are part of the school's personal development programme. Other focused events, e.g. a further/higher education fair are provided at different times of the year. Work experience preparation, debrief and evaluation take place in PSHE/careers lessons and other appropriate parts of the curriculum. Learners are involved in the planning of career learning. Their views are collected using student voice/surveys.

Monitoring, review, assessment, evaluation & impact of CEIAG

The school analyses student destination information, feedback from students, parents/carers to inform its programme. The school's careers education and guidance programme is reviewed annually and a report is submitted to the Head teacher and Governors.

The impact of our CEIAG activities are measured through destination data and through evaluations carried out after each activity. These results are used to inform planning.

At St Bede's we judge the impact of CEIAG through

- examining & evaluating what we do,
- thinking about how we can improve it,
- deciding on whether it was worth doing again in that particular format (we pilot many activities before extending to full scale),
- providing summaries to disseminate understanding of what was done to stakeholders such as parents/students/staff/governing body/visiting organisations involved with careers events.

Partnerships

We work very closely with Durham County's Progression Team-Children and Young People's Services to share data on Intended Destinations to allow DurhamWorks colleagues to support our young people and reduce students Not in Educations or Employment (NEET's). Data sharing agreements are reviewed annually.

We also work in partnerships with our 5 local FE colleges and 5 Local universities as well as numerous training providers to ensure successful outcomes for our young people.

We have also longstanding links with The National Apprenticeship Service (Locally delivered BL Training for the ASK team) and Job Centre Plus and National Citizen Service

Partner Contributions to CEIAG in St Bede's			
• NELEP- Careers Hub	• Northumbria University	• Key Training	
• DurhamWorks • Pre & Post 16	• Newcastle University	• SETA	
• JobCentre +/DWP	• Sunderland university	• Tyne North Training	
• NAS- ASK Team	• Teesside University	• TDR	
• NCS	• Durham university	• NEMTA	
• Youth Employment UK	• New College University Centre	• Learning Curve	
• NERAP	• Newcastle College University Centre	• Optimum Skills	
• Outreach NE	• Gateshead College University Centre	• Morrisons	
• Speakers For schools	• New College- Durham	• NHS	
• EFT	• Newcastle College	• NFU	
• Spring pod	• Derwentside College	• UTC South Durham	
• National Careers Service	• Gateshead College	• ICE	
• Virgin Money	• East Durham College • Houghall Campus	• Thomas Swan	
• ESSITY	• Tyne Coast college • South Shields Marine School	• ACE	
• Lanchester Wines •	• Karbon Homes	• Lightbend	
• Beamish Museum	• Dyer Engineering	• BL Training	
• INEOS	• Our Alumni & their employing organisations	• RTC North	
• NYBEP			
Employer Engagement- Work Experience Supporters-St Bede's			
Employer	Job Title	Employer	Job Title
Durham University Physics Department	Computational Cosmology assistant	County Durham and Darlington NHS Foundation Trust	Shadowing in Various departments
Thomas Swan & CO.Ltd	Finance Assistant	Recite Me Limited	Developer
New College Durham	Student recruitment Assistant	Elmtronics Ltd	Admin/Finance Assistant
Belmont Grange Care Home	Care home assistant	All Saints' Catholic Primary School	Classroom Assistant

Dyer Engineering	Engineers' assistant	Martin Graham Joinery	General Assistant
Holmside Hall Equestrian	Stable Hand	Finchale Group	IT/Business/ Accounts
Villa Real School	Classroom Assistant	Harlands Accountants	Accounts assistant
Buckley Burnett Ltd	Company Assistant	St Bede's Catholic School & Sixth Form College	Art Department Assistant
North Road Garage	Receptionist	Derwentside College	Finance Assistant
Thomas Swan & Co. Ltd.	Laboratory Analyst	The Grove Primary School	Classroom Assistant
Wolsingham School	Teaching Assistant	Wreckreation Ltd	Fashion Assistant
Derwentside College	IT Assistant	Racehorse Rescue Centre	Stable Assistant
Delves Lane Primary School	Teaching Assistant	Antony G. Wharton Ltd	Admin Assistant
St Mary's RCVA Primary	Classroom Assistant	SPARTAN UK LTD	Engineering assistant
Natta-Lingo	Assistant	The Oriental Museum	Learning Team Assistant
Sarah Thew Photography	Office/Studio	National Glass Centre	Various Dept Assistant
The Village Green Shop	Retail assistant	Gardner Aerospace	Shadowing Management In Various Departments
Consett Infant School	Teaching Assistant	Consett Computers	IT Technician assistant
Dyer Engineering	Engineers' assistant	Abigail Lodge Care Home	Care home assistant
Villa Real School	Classroom Assistant	Claypath Medical Centre	Admin Assistant
Kingsway Nursing Home - Advinia Health Care	Shadowing Activity Coordinator	Station road pharmacy	Pharmacy Assistant
House of Botanics	Marketing Assistant	Salem Tube International	Accounts/Office Assistant
Citation	Health & Safety Junior	Brockwell Court-Care Home	Shadowing Activity Coordinator
County Durham and Darlington NHS Foundation Trust	Shadowing in Various departments	D J H Group Ltd	Production Operative
Reevo Coaching	Coach assistant	Anfield Plain Junior School	Classroom Assistant
Finchale Group	IT/Business/ Accounts	Gentoo Group	Housing officer
Consett Infant School	Teaching Assistant	St Patrick's RC Primary School (Dipton)	Classroom Assistant
Swinburne Snowball & Jackson Solicitors	General Assistant	Bishop Ian Ramsey CofE Primary School	Classroom Assistant
Newcastle university- Psychology	Psychology assistant in Psychology Dept	Absolute Civil Engineering Limited	Civil Engineering - various roles
St Mary's RCVA Primary	Classroom Assistant	Stanley Pathways	Care Support
University of Durham - Geography department	Geography Labs Assistant	Consett Infant School	Teaching Assistant
South Stanley Infant and Nursery	Classroom Assistant	lksuda Therapeutics	Lab & Office Assistant
Durham County Council- Various Departments	Assistant Business Services Officer	Steel town music	Music shop assistant
Kielder Observatory Astronomical Society	Event assistant	Teichman & Sharkey Accountants	Accounts assistant

Shotley Park Residential Care Home	Activities assistant	RA Dalton Limited	Office Assistant
D J M S Solicitors	Legal/Admin assistant	McKeag & Co	Solicitors Assistant
Durham University Computer and Information Services	Computer Technician	All Saints' Catholic Primary School	Classroom Assistant
Newcastle university- Psychology	Psychology assistant in Psychology Dept	Newcastle University- Language Resource Centre	Language Resource Assistant
Durham University Physics Department	Research Lab Assistant - works experience	Durham County Council- Various Departments	Tourism Officer Assistant
Shotley Park Residential Care Home	Activities assistant	Villa Real School	Classroom Assistant

Destinations of our pupils

Last year our year 11 and year 13 pupils moved to range of local and national Post 16 & Post 18 providers

Details are on the exams section of our website

<https://www.stbedes.durham.sch.uk/exam-results>

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in CEIAG. The Career Progression Manager is responsible for the effective deployment of resources.

Professional development

The Career Progression Manager has a L6 Award in careers guidance which encompasses the managing CEIAG modules and is also currently being extended to specialise in SEND support. She is currently working towards an updated Quality award which has new elements linked to Gatsby Benchmarks within it. The Career Progression manager will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings, and staff training.

There are updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified and school endeavours to meet training needs within a reasonable period of time.

Management of provider access requests

A provider wishing to request access should contact in the first instance **Anne Jukes, Career Progression Manager**

01207 520 424

ajukes@stb.bwcet.com

Safeguarding/ Visitors into school

Please refer to the following policies,

<https://www.stbedes.durham.sch.uk/safeguarding>

https://docs.wixstatic.com/ugd/54e2a6_daf70adfef6d4fcea0ae4d463bde557d.pdf

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

We have re-modelled a number of our events due to COVID 19 and will review and update working practices to ensure risks to students, staff and visitors are limited. Many of our events have virtual alternatives that can be deployed should they be needed.

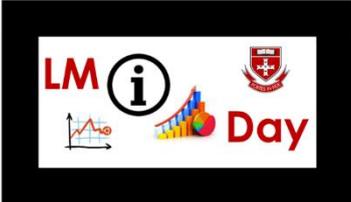
We will endeavour to incorporate live encounters and off-site visits into our programme if we can accommodate within the School Timetable /Subject areas or CEIAG programme.

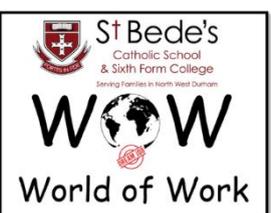
Occasionally we may need to adapt or reschedule due to unforeseen circumstances

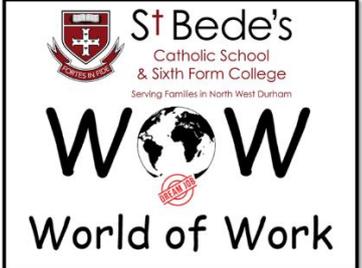
Below you will find a general outline of activities we offer in addition to subject specific encounters in departments and our PSHE sessions. We are also happy to discuss any opportunities that providers can offer to support our programme

Careers/ Work related Learning Events in St Bede's School in addition to PSHE sessions

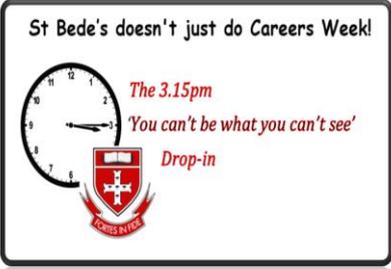
Event/Date	Event Description	Evidence of Impact
<p>All of the whole -day carousel events in our main hall have an opportunity for visitors to access students at break and lunch-time through Whole-School Drop-in's whilst in school. Staff and students are made aware of the opportunities in advance of the event in order to support students to access the event. During the pandemic we created virtual information to support these events</p>		
<p>TERM1</p>		
<p>Term 1- September/ October</p> <p>Year 13 Personal Statement Support</p> 	<p>This Lunch-Time Drop-in event is to help students boost their success in university applications by gaining some expert advice from our local HE providers.</p> <p>Students can bring along their statements to get advice and tips on how to improve and refresh them before deadline day.</p>	<ul style="list-style-type: none"> • Quality of Personal statements • Success of applications to university • Destination Data- including offers/ DCC data • Visitor Feedback
<p>Term 1 – October/November</p> <p>Year 11 Personal Best Day</p> 	<p>This carousel Event is specifically aimed at essential Career Management Skills.</p> <p>Interviews, CV's/ Covering Letters. presentation skills, personal branding etc.</p> <p>Its an opportunity for students to draw together all of their experiences of careers work over their time with St Bede's and create the necessary passport for their next transition</p>	<ul style="list-style-type: none"> • September guarantee • Intended Destination Data • NEET figures • Destination Data- DCC • Student Evaluation • Visitor Feedback

<p>Term 1 - November Year 12 Ideas Generator</p> 	<p>As part of our work experience programme in Year 12, we encourage our students to look and make arrangements for their own placements. If they fail to find one, we will use North Yorkshire Education Business Partnership to broker a placement on their behalf.</p> <p>These lunchtime drop-in sessions are aimed to help our young people in Year 12 prepare for finding their work experience placements. We find sometimes that they have a great love of a subject area and find it really difficult to link that with employment opportunities in the future.</p>	<ul style="list-style-type: none"> • Quality of applications to Placement provider • Placement Feedback • Completed student Job Profile sheets • NYBEP evaluations
TERM 2		
<p>Term 2- February/March Year 9 Labour Market Intelligence Day</p> 	<p>This carousel event is intended to help our young people understand why LMI is so important in today's job market</p> <p>We want our Young People to understand how to interpret Reports, Statistics, and Information about</p> <ul style="list-style-type: none"> • Labour supply and demand • Employment rates • The Local Economy • Future labour trends • Business growth & Decline • Information about different Jobs and Sectors • Skills and Qualifications <p>To enable them To</p> <ul style="list-style-type: none"> • See the relevance of education to their future by understanding how skills and knowledge develop their employability • Identify the sectors where there is growth and possible jobs • Know the issues the sector is facing • Who are the main organisations in this sector- small and large organisations • Demonstrate to potential employers their understanding of the environment they work in <p>We want to achieve this in this event by visitors creating a 10/15 minute introductory session activity which allows students to learn about this in a fun interactive way.</p>	<ul style="list-style-type: none"> • Increased understanding of LMI • Student Evaluation • Visitor Feedback
<p>Term 2- March Year 13 Training Provider Drop-ins</p>	<p>An opportunity for students to see current apprenticeship/training opportunities and discover other opportunities open to them in the future.</p> <p>Intended for students looking for higher or degree apprenticeships or to support a back-up plan should they change their mind about their university applications.</p>	<ul style="list-style-type: none"> • Intended destination/Destination Data • NEET figures

 <p>Year 13 Apprenticeship/Training Lunchtime Drop-ins 2018 12.10pm - 1.10pm 6th Form Study Area</p> <table border="1"> <tr> <td>Session 1</td> <td>Friday 27th April</td> <td>New College / Learning Curve/ TNT/RL training</td> </tr> <tr> <td>Session 2</td> <td>Wednesday 2nd May</td> <td>Newcastle College</td> </tr> <tr> <td>Session 3</td> <td>Friday 4th May</td> <td>Derwentside</td> </tr> <tr> <td>Session 4</td> <td>Wednesday 9th May</td> <td>NEMTA/Morrison's</td> </tr> <tr> <td>Session 5</td> <td>Friday 11th May</td> <td>Gateshead College /Houghill /DR</td> </tr> </table> 	Session 1	Friday 27 th April	New College / Learning Curve/ TNT/RL training	Session 2	Wednesday 2 nd May	Newcastle College	Session 3	Friday 4 th May	Derwentside	Session 4	Wednesday 9 th May	NEMTA/Morrison's	Session 5	Friday 11 th May	Gateshead College /Houghill /DR		
Session 1	Friday 27 th April	New College / Learning Curve/ TNT/RL training															
Session 2	Wednesday 2 nd May	Newcastle College															
Session 3	Friday 4 th May	Derwentside															
Session 4	Wednesday 9 th May	NEMTA/Morrison's															
Session 5	Friday 11 th May	Gateshead College /Houghill /DR															
<p>Term 2 -March Year 8 Sector Skills Day To tie in with National Apprenticeship Week and National Careers Week</p>  	<p>This carousel event is the culmination of work within tutor groups to inform our students about Transferable, Subject Specific and Career Management Skills needed to prepare for work in the 21st Century.</p> <p>The Carousel-style event offers a chance to engage with visitors in order to understand the qualifications & qualities, but especially the employability skills, needed in each particular industry. Visitors have a wide range of activities and equipment on hand inspire our students.</p> <p>Lunchtimes all week Whole -School Drop-in; with an emphasis on Apprenticeships. Students have a chance to engage with our visitors and explore apprenticeships on offer</p>	<ul style="list-style-type: none"> • Student evaluations • Visitor Feedback • Returning former pupils/apprentices 															
<p>TERM 3</p>																	
<p>Term 3- April/May Year 10 Informed Decision Day</p> 	<p>A part of a raft of interventions to prepare Y10 students for Post 16 & Post 18 Pathways. Activities include- Presentation on Pathways, PSHE section on careers, ID Day, Y10 sixth form subject tasters, Taster visits to FE college, NE Skills Exhibition Visit. Individual Progression Manager Interviews. A variety of Post 16 and Post 18 pathways are represented at the carousel event which encourages our students to consider different pathways.</p>	<ul style="list-style-type: none"> • September guarantee • Intended Destination Data • Destination Data- DCC • Student Evaluations • Visitor Feedback 															
<p>Y12 World of Work Preparation Term 3-May</p> 	<p>A series of lunchtime presentations and form time activities to support Post 18 options</p> <ul style="list-style-type: none"> • Communication skills/presenting yourself to others • Mindsets/personal branding • CV's/Covering letters/Skills matrix • Work experience -Why it's important • The application process • Interview skills 	<ul style="list-style-type: none"> • Student Feedback • Presenter Feedback • Tutor Feedback 															

<p>Y12 Work Experience Term 3 June</p> 	<p>Own arranged placements organised through NYBEP</p> <p>A full range of activities culminating in a placement opportunity for 1 week Activities include</p> <ul style="list-style-type: none"> • Ideas Generator drop-ins • Creating CV's/ Covering letters, Employer e-mails • Student experience plan • Health & Safety in the Workplace Briefing 	<ul style="list-style-type: none"> • CV • Covering letter • Outcome from Experience • Student evaluation • Employer feedback/ additional opportunities • Student My work experience poster • Parent/carer feedback
<p>Y10 Virtual Work-Related Learning</p> 	<p>Virtual Work Experience/World of Work Preparation</p> <p>To engage students in a virtual work experience supported by</p> <ul style="list-style-type: none"> • NELEP • Young Professional training • Speakers for Schools placements etc 	<ul style="list-style-type: none"> • Student Feedback/Evaluation • Employer Feedback • Staff Feedback • Parent Feedback
<p>THROUGHOUT YEAR</p>		
<p>Y12- Careers & HE Convention Throughout Year</p> <p>Smaller sections of information to prepare students for Post 18 options.</p> 	<p>Future Proofing our next generation</p> <p>Visitors from universities, colleges and training providers aid school Progression Staff and Tutors to deliver a range of workshops and talks to help our young people prepare for their next steps after school. Activities have included</p> <ul style="list-style-type: none"> • “An Introduction to Foundation Degrees / HND / Professional Qualifications”- How these can be delivered at university or FE Colleges. Course Structures and application procedures • “The variety of different types of University Interview” and how to approach them. Additional information on the range of courses requiring knowledge, skills or experience and why this is important, courses with different types of interviews, the ‘what else can you offer’ factor! • “Investigating Future Progression Pathways- Resources to help”. Online and web based resources to aid students' research and applications. 	<ul style="list-style-type: none"> • Intended Destination Data • Destination Data- DCC • Student Evaluations • Visitor Feedback • Returning former pupils to support event • Parent evaluation of evening event

	<ul style="list-style-type: none"> • “Post 18 Pathways- Taking all options into consideration” including Degrees, Foundation degrees/HNC/HND's, Apprenticeships, GAP years etc. • “Intro to UCAS” – understanding the application process. • “Finance, Scholarships and Bursaries”- finance needed, how to access and help available • How to write a good personal statement- how to avoid common mistakes and miss out on offers? • “Applying for university and life after school” from the perspective of students/ past pupils 	
<p>Y13 – Future Proofing Project Throughout Year13 Ad hoc arrangements to suit students</p>  <p>Future Proofing our students</p> 	<p>The Futureproofing our Students Project</p> <p>A programme of mock interview sessions for our 6th form students.</p> <p>We have a wide variety of end-destinations and occupational areas that our students progress into, so we will need a variety of organisations / Industries to take part.</p> <p>It is hoped, that after early canvassing of our students, we could identify areas they would like to work-in Post 18 and Post University. Some students may not have an interview for university and may not encounter one until after university, so we feel it is necessary to prepare them at this stage to ensure their future success.</p> <p>We may also need people to help with university style, apprenticeship, or occupational interviews</p>	<ul style="list-style-type: none"> • Intended Destination Data • Destination Data- DCC • Student feedback after mock and final interviews • Interviewer feedback
<p>Whole School Year7- Year13 Term 1- October Term 2- March Term 3- May</p> 	<p>Once per term, lecture theatre slot across Period 4 PSHE</p> <p>They are an opportunity for students to find out about differing aspects of future careers pathways and will involve visitors giving brief overviews of their companies/courses/ opportunities.</p> <p>Due to our increased numbers, visitors will have an opportunity to address half the year group at one time. There will be an opportunity to see the other half of the year group within the next week or later in the year, if more convenient</p>	<ul style="list-style-type: none"> • Student Evaluations • Visitor Feedback • Staff Feedback

<p>Year 12 and some year 11 Throughout year <i>Come along to our after-school career drop-ins to meet people from industry and education who can give you advice and support for your future pathways.</i></p> 	<p>We are about to launch some after school career drop-ins primarily for y12 based on their feedback from an initial careers survey on future pathways These will allow students to meet people from industry and education who can give advice and support for future pathways. We want to make these sessions relevant to the student so that they are of benefit. Some Year 11 students ready to think about future pathways to be invited</p>	<ul style="list-style-type: none"> • Initial student survey • Student Evaluations • Visitor Feedback
<p>World of Work Encounters Throughout Year Classroom Drop or Down Events Y7- Y13</p>	<p>Insight Hour: Events/ Lunch Time briefings Introducing different career sectors and activities to lay the foundations on career work in secondary school. The aim is to help our young people understand the wide variety of career sectors available to them in the future and explore where their subject choices could take them in more depth.</p> <p>A fun active event to encourage students to consider their pathways and how they can best present themselves to employers in the future.</p> <ul style="list-style-type: none"> • My Career Journey-Y7 • Career resources to support my career Journey Y7 • Option Choices Y9 • NFU Presentation – Y7 • NHS Presentations Y8 & Y9 • Post 16 Options- Y10 • Y12 DurhamWorks- The Buzz Workshop • Y13 DurhamWorks- Business ambassador Networking workshops • Any additional offers of whole year group or small group presentations/activities 	<ul style="list-style-type: none"> • Student Evaluations • Visitor Feedback • Staff feedback

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Career Progression Manager or a member of the wider student support teams

Providers are welcome to leave a copy of their prospectus or other relevant course literature at our reception for use within our careers library which is available to all students.

CEIAG Compliments and Complaints

Policy and Procedure

1 Our Aim

St Bede's is committed to providing a quality CEIAG Programme and working in an open and accountable way that builds trust and respect with our partners. One of the ways in which we can continue to improve our service is by listening and responding to the views of our Partners and visiting organisations, and in particular by responding positively to complaints, and by putting mistakes right.

Therefore, we aim to ensure that:

- making a compliment or complaint is as easy as possible
- we welcome compliments, feedback, and suggestions
- we treat a complaint as a clear expression of dissatisfaction with our school which calls for an immediate response
- we deal with it promptly, politely and, when appropriate, confidentially
- we respond in the right way - for example, with an explanation, or an apology where we have got things wrong, or information on any action taken etc.
- we learn from complaints, use them to improve our service, and review annually our CEIAG complaints policy and procedures

We recognise that many concerns will be raised informally and dealt with quickly.

Our aims are to:

- resolve informal concerns quickly
- keep matters low-key
- enable mediation between the complainant and the individual to whom the complaint has been referred

This policy ensures that we welcome compliments and provide guidelines for dealing with complaints from partner organisations about our events, facilities, staff, and students

2. Definitions

A compliment is an expression of satisfaction about the standard or organisation and execution of CEIAG Events and encounters

A complaint is defined as any expression of dissatisfaction; however, it is expressed. This would include complaints expressed face to face, via a phone call, in writing, via email or any other method. All staff should have sufficient knowledge to be able to identify an "expression of dissatisfaction" even when the word "complain", or "complaint" is not used.

3. Purpose

We are always glad to hear from organisations and individuals who are satisfied with the organisation of CEIAG events we offer. All compliments are recorded, acknowledged, and a copy is sent to the relevant Senior Leader, Head of Year, or Form tutor to provide feedback to the member of staff or student

4. Complaints

The formal complaints procedure is intended to ensure that all complaints are handled fairly, consistently, and wherever possible resolved to the complainant's satisfaction.

5. Responsibilities

St Bede's responsibility will be to:

- acknowledge the formal complaint in writing.
- respond within a stated period of time.
- deal reasonably and sensitively with the complaint; and
- take action where appropriate.

A complainant's responsibility is to:

- bring their complaint, in writing, to Anne Jukes- Career Progression Manager's attention normally within 8 weeks of the issue arising.
- raise concerns promptly and directly with a member of staff at the CEIAG event
- explain the problem as clearly and as fully as possible, including any action taken to date;
- allow St Bede's a reasonable time to deal with the matter, and
- recognise that some circumstances may be beyond St Bede's 's control.

6. Confidentiality:

Except in exceptional circumstances, every attempt will be made to ensure that both the complainant and St Bede's maintain confidentiality. However, the circumstances giving rise to the complaint may be such that it may not be possible to maintain confidentiality (with each complaint judged on its own facts). Should this be the case, the situation will be explained to the complainant.

7. Complaints Procedure:

Written records must be made by St Bede's at each stage of the procedure.

Stage 1

In the first instance, staff member(s) must establish the seriousness of the complaint. An informal approach is appropriate when it can be achieved. But if concerns cannot be satisfactorily resolved informally, then the formal complaints procedure should be followed.

Stage 2

If the complaint cannot be resolved informally, the external organisation should be advised that a formal complaint may be made, and the following procedure should be explained to them. It may sometimes be appropriate for a different member of staff, preferably a member of the Management Team, to make this explanation.

- a) A formal complaint can be made either verbally or in writing. If in writing the attached form should be used. If verbally, a statement should be taken by a member of the Management Team, or staff member

- b) In all cases, the complaint must be passed on to the Career Progression Manager– Anne Jukes. In the event of a complaint about The Careers Manager the complaint should be passed to the Head of School- Mrs H Windle, and if the complaint is about the Head of School this must be passed on to Head Teacher or Chair of Governors
- c) Depending on the nature of the complaint, acknowledgement of the complaint will be in writing within two weeks of receiving it.
- d) One of the above will investigate the complaint. Any conclusions reached should be discussed with the staff member/student involved and their Line Manager.
- e) The person making the complaint will receive a response based on the investigation within four weeks of the complaint being received. If this is not possible then a letter must be sent explaining why.

Stage 3

- a) If the complainant is not satisfied with the above decision, then it will be raised with the board of governors.
- b) The governors will examine the complaint and may wish to carry out further interviews or investigations They will respond within four weeks in writing. Their decision will be final.

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

This form can be accessed via this link

<https://forms.office.com/e/90e7vDwLKi>

The screenshot shows a mobile form interface. At the top, there is a maroon header with the school's crest and the title 'St Bede's Catholic School & 6th Form College-Lanchester CEIAG Suggestions for Improvement'. Below the header, a white box contains the text: 'You may use this form to make a suggestion or make a complaint about St Bede's CEIAG Programme'. The main content area is white and contains a greeting: 'Hi, Anne. When you submit this form, the owner will see your name and email address.' Below this, there is a section for 'Required' fields. The first field is '1. Your Name *' with a character count icon (4/1). Below the field label is a text input box with the placeholder text 'Enter your answer'.

KEY STAFF

Headteacher:

Mr Dean Juric

Head of school:

Mrs Helena Windle

Link Governor:

Mr David Dixon

LMT link:

Mr A McCarthy/Miss L Mather

Career Progression Manager:

Mrs Anne Jukes

PSHE Coordinator:

Mr Paul Diston

Special Education Needs and Disability Coordinator:

Mrs Helena Rath/ Mrs K Noon

Work Experience Coordinator:

Mrs Anne Jukes

Review May

Further review Autumn Term