

Careers Education, Information, Advice and Guidance Policy



**RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE**



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1. Rationale

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences they will encounter at school, in further education and in working life.

It aims to help all pupils make a successful transition to adulthood by:

- supporting them to achieve their full potential;
- empowering them to plan and manage their own futures;
- providing comprehensive information on all options;
- raising aspirations;
- promoting equality, diversity, social mobility and challenge stereotypes to support inclusion;
- enabling young people to sustain employability and achieve personal and economic well-being throughout their lives;
- promoting participation in learning.

At Riverside Bridge School, Careers Education, Information, Advice and Guidance is at our forefront to ensure all pupils' leave with the right tools and values to help prepare them for adulthood. We support pupils in considering their future options, realising their potential and deciding how their skills and experiences fit with opportunities in the job market.

2. Aims of the Policy

Riverside Bridge School is fully committed to its statutory and moral obligation to provide a holistic work-related learning service to all pupils from Reception to Year 11 as we want to prepare all our pupils for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently hence the use of a person-centred approach in our delivery method.

The overall aim of this policy is to ensure all pupils are given the opportunity to develop into effective career decision makers leading to increased and appropriate participation in education, training and employment.

This will include:

- enabling all pupils to develop the skills to be able to make informed decisions about their education, training and employment options;
- providing all pupils with opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees;
- setting in place a framework to ensure pupils of all ages have access to good quality CEIAG so that they are able to make informed choices and achieve their potential.

Riverside Bridge School is committed to career, employability and enterprise learning and development and ensures it is fulfilling its statutory obligations by providing a best practice Work-Related Learning service to all pupils.

The Work-Related Learning curriculum reflects and embodies the overall vision of Riverside Bridge School and is included in the School Improvement Plan. Governors and the Senior Leadership Team have a key role in developing and approving this policy and the strategic plan for CEIAG thus ensuring it has a high profile and secure place within the school curriculum.

This policy supports and is underpinned by other key school policies including PSHE Policy, Curriculum Policy and SEND Policy.

3. Definition of CEIAG

Careers Education is the discrete provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant informed choices, ensuring successful transition into education, training or employment and become lifelong learners. Careers education includes taught timetabled provision which includes meaningful opportunities for progressive personal career planning; realistic and meaningful cross-curricular opportunities for development of employability skills; and opportunities for planned and relevant Work-Related Learning experience.

Career Planning is a developmental process for learners which involves target setting, action planning, researching and reviewing.

Employability Skills are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a lifelong learner capable of realising their potential in the world of work. The skills and capabilities necessary for employability include communication, numeracy, Information and Communications Technology (ICT), working with others, problem solving, decision making, self-management and managing information.

Work-related Learning experiences are the opportunity for planned and appropriate experiences of the world of work to increase learners' motivation, develop their employability skills and give relevance to their learning programme. Appropriate experiences of the world of work can increase learners' motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work.

Careers Information provides access to up-to-date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management.

Careers Advice and Guidance is the provision of impartial, learner / client-centred, advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables people to apply their knowledge, understanding, skills and experiences to manage their career and make informed decisions about their education, training or employment.

4. Roles and Responsibilities

The Senior Leadership Team is responsible for:

- ensuring the CEIAG Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation;
- ensuring the content and delivery of the Work-Related Learning/Careers curriculum is in line with the Growth Curriculum;
- ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes;

- ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships;
- handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

The Work-Related Learning/Careers Lead, Anca Obreja, is responsible for:

- leading, managing and developing the Work-Related Learning curriculum across the school;
- completing and monitoring Annual Work-Related Learning Audit and related Departmental Improvement Plan;
- monitoring the standards and impact of the school's Work-Related Learning curriculum through work and planning scrutiny, observation of learning through lesson study and learning walks;
- assessing pupils' progress in the Work-Related Learning curriculum in line with agreed assessment process;
- integrating Work-Related Learning into every appropriate aspect of the Growth Curriculum;
- leading Teaching and Learning training sessions on Work-Related Learning best practices and support teachers and co-educators on how to efficiently teach and support work-related learning and life skills;
- managing and organising effectively and efficiently Work-Related Learning resource;
- attending training and carrying out relevant research to improve knowledge in Work-Related Learning;
- providing feedback and guidance to stakeholders, including parents/carers and governors using relevant national measures – Gatsby Benchmarks, Year 11 and 13 destination and NEET figures;
- organising meetings with families and the Local Authority Adviser to provide bespoke information to parents/carers regarding their child's future transitions;
- overseeing the transition from Year 11 into post-16 placements;
- ensuring each pupil has got a career portfolio outlining interests, skills required to work and progress towards those and any work experiences encountered on COMPASS+;
- providing opportunities to all KS4 & 5 pupils to go on work experience working closely with the BDSIP careers advisors; Local London Careers Hub East and within the school setting.
- working closely with the London Enterprise Adviser Network to foster relationships with a range of local businesses.

5. Commitment to CEIAG

Riverside Bridge School is committed to providing a planned curriculum of Work-Related Learning activities to all year groups, including the opportunity for all pupils to access impartial information and expert independent advice and careers guidance.

Riverside Bridge School is also committed to maximise the benefits for all pupils by adopting a whole school approach involving parents, carers, external IAG providers, employers and other local agencies, the wider community and FE establishments. The school also provides structured workshops and information sessions for parents and carers, including guidance on supported internships, employment rights, benefits, and post-16/19 transition planning.

The school will provide resources for the successful implementation of this policy through securing:

- an annual budget to cover internal needs, CPD training opportunities and commissioning of external sources;
- pupil and staff easy access to information;
- ensure that pupils are aware of the full range of career opportunities available;

- learn from employers about valued workplace skills and have first-hand workplace experience;
- offer an excellent programme of advice and guidance delivered by qualified advisers with support tailored to the individual;
- provide information needed to understand job and career opportunities available and how knowledge and skills can help towards particular career paths;
- give a range of providers of technical education and apprenticeships the opportunity to access all pupils;
- publish details of the Work-Related Learning curriculum for all our pupils and parents on the school website;
- ensure all pupils have at least 1 meaningful encounter with employers per year.
- ensure all pupils in Key Stage 4 for experience at least one work-related placement;
- adequate staffing when on work-experience;

6. Teaching and Learning Work Related Curriculum

Riverside Bridge School works to encompass Careers Education, Information, Advice and Guidance within its Growth curriculum. All staff are asked to support the Work-Related Learning development of pupils in their role and through their teaching and supporting.

Outline for our 2024-2025 Work-Related Learning Programme:

KS5 provision is explicitly embedded within this program, ensuring continuity from Year 7 through to Year 14, with accredited vocational learning, enterprise activities, and extended community-based work placements.

Curriculum Pathways and Termly Themes	Autumn Term Personal Development Preparation for Adulthood	Spring Term Spiritual, Moral, Social and Cultural Awareness	Summer Term Community Participation Independent Living Skills
Year 10	Interpersonal Skills	Citizenship	Travelling in the Community and Using Health Services
Year 11	Preparation for College	Work Experience	Preparation for Life Beyond Riverside Bridge School

We all share the presumption that many of our young people with special educational needs and disabilities will be capable of sustaining paid employment with the right preparation and support through a well-structured, coherently planned and sequenced Work-Related Learning/Career curriculum which is designed to meet the needs of all pupils.

7. Gatsby Benchmarks

Riverside Bridge School follows the recommendations outlined in the Gatsby Benchmarks and use the SEND toolkit to ensure provision for our young people aligns with the high standards of personal provision outlined in our curriculum.

Using the Gatsby Benchmarks, the school ensures that pupils from Reception to KS5 experience multiple, progressive encounters with employers and employees, building upon earlier foundation experiences each year.

The school aims:

- to address the needs of each pupil;
- to link learning to careers;

- to encourage encounters with employers and employees;
- to provide personal guidance;
- to encounter with further and higher education to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks, as appropriate to a Special Needs school.

BENCHMARK 1: A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by young people, parents, teachers and employers.

CRITERIA	HOW RIVERSIDE BRIDGE SCHOOL MEET THESE	RAG
<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>	<p>The already comprehensive careers curriculum is updated early to be in line with the new curriculum themes. It continues to have a holistic approach and is fully cross curricula with the school's tailored curriculum, which is a combination of informal, semi-formal and formal teaching to four main areas of learning including Personal Development and Enabling Environments which fits perfectly with a Careers programme geared for SEND pupils.</p> <p>We continue to establish partnerships with local businesses including work experience placements, which leads to positive outcomes for our young people.</p> <p>Pupils and teachers have an understanding of what the Work-Related Learning curriculum involves and parents/carers can access information through our website as well as parents' evenings.</p> <p>Riverside Bridge School currently has an external careers advisor from the Children's Care and Support, Service Development and Integration specialising in SEND. This advisor advises pupils and parents about post-16/18 provisions during the annual review process or by meeting with parents and pupils.</p> <p>We have designed a pathway to employment with the following principals at its heart:</p> <ul style="list-style-type: none"> • work-related learning curriculum at every level/curriculum pathway, • work based experience, • expert advice given to parents/carers and our young people through careers advice. <p>And in the future, we are hoping to expand in to:</p> <ul style="list-style-type: none"> • supported apprenticeships, • business enterprise programmes. 	

	<p>Parents/Carers are encouraged to be involved with preparing their young person to take part into work-based placements. This then leads on to parents/carers and young people contributing to their work-based placement reports and evaluations.</p> <p>The work-based placement is bespoke to our young people and allows them to have first-hand and authentic as possible experience in the real world of work.</p>	
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BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, 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 the best use of available information

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Every pupil, 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.	<p>We have a trained Careers Lead who relentlessly tries to create partnerships with local businesses, thus building up a pool of businesses we can access for future work experience placements.</p> <p>Our vision is that with the support of the local careers' advisor and in the future the job centre and potential careers development organisations, we will improve our links so every young person has a bespoke transition to their post-16 placement and future employment.</p>	

BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

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Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>At Riverside Bridge School, we cater for our young people with a range of learning difficulties and additional needs by tailoring our careers advice for both young people and their parents/carers that best suit each individual and their needs and interests.</p> <p>Their EHCP has transition information, student voice, parental voice, plus teacher voice giving a triangulation of expertise therefore a bespoke and smooth transition into post-16 placement and onto further education or future employment.</p> <p>Every year, KS4 & 5 pupils embark on work experience that is carefully considered for their individual interests and needs. This</p>	

	<p>has so far been very successful and we continue to receive very positive feedback from our work experience partners.</p> <p>Every year, we also strive to ensure our Year 10 pupils are offered individualised placements.</p> <p>The aim being that by the end of Key Stage 4 & 5, all our pupils are given two opportunities to experience real world work environment.</p>	
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BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

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All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<p>Riverside Bridge School's Growth curriculum highlights the importance of the STEM areas being taught in a practical way.</p> <p>Our pathways range from EYFS to KS5 / 4-18 and class placements are more in line with pupils' individual needs rather than their age as pupils' attainment on entry is well below those expected of pupils of a similar age nationally.</p> <p>We follow a pre-formal, semi-formal and formal careers pathway. These equip pupils with understanding, knowledge and skills to eventually access the vocational curriculum in the accreditation phase and work experience in conjunction with life skills curriculum preparing our young people for a more independent adulthood.</p>	

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

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Every pupil 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.	<p>At Riverside Bridge School, we continue to engage with local businesses big and small that may offer bespoke work-based placements for Key Stage 4 & 5 pupils.</p> <p>Our Work-Related Learning curriculum offers a range and bespoke work-based opportunities.</p> <p>Our young people are fully supported throughout their work experience so they can engage with employers in a variety of</p>	

	<p>suitable activities as well as with colleagues and where appropriate members of the public.</p> <p>We are initially offering work-based placements to Year 11, 12 and 13 pupils then to Year 10 pupils. These placements are to be built upon.</p> <p>Year 10 pupils will be offered a generic placement for example retail or hospitality in school and the wider community. Then by Year 11, 12 and 13 pupils it will be more tailored, so the young people get a range of real-world experiences of work, including travelling to and from by public transport and budgeting for their expenses.</p>	
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BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every pupil 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.

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Every pupil 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.	<p>We have gradually gained the interest of local businesses to give our young people first-hand, real-life work experience.</p> <p>Pupils look at different jobs/college courses that they want to do. The young people are always at the heart of our decision to send them to specific placements and always with them and their parents/carers' agreement.</p> <p>Some of our previous placements have been with Morrisons and Wellgate City Farm. These types of jobs in retail and animal care are vital as they enable our young people to gain the experience and confidence to work with different people and members of the public.</p> <p>Internal work experience for some of our less outgoing pupils is being a co-educator/teaching assistant with younger pupils, a food technician with the support of our Cooking & Nutrition Technology teacher, or an administrator working with our IT and administration team in the main office or helping in a practical way the on-site managers (caretakers).</p>	

BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All young people should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

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<p>All pupils 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.</p>	<p>Our parents/carers at Riverside Bridge School are informed of their post-16 options during transition EHCP meetings with different professionals including the Careers Lead and class teachers.</p> <p>Riverside Bridge School has a comprehensive information booklet created by the Local Authority given to parents in Year 11 and Year 10 so that they are equipped with information about colleges and day care centres suitable for their child.</p> <p>We encourage every parent/carer to look at as many post-16 placements as they can so that they are fully aware of which one is best for their child and themselves.</p> <p>Most of our Y11 leavers have been placed in a post-16 setting.</p>	

BENCHMARK 8: PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a Careers 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 young people but should be timed to meet their individual needs.

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<p>Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.</p>	<p>Riverside Bridge School currently has yearly from the careers officer from the borough of Barking and Dagenham. Career advice is given to families during EHCP annual review meetings from Key Stage 3 to 4 and again from Key Stage 4 on to Key Stage 5 and college. And we are available at any other time we may be needed.</p> <p>Our experienced lead for Careers, Mrs Obreja is pursuing a level 1 qualification in Careers Development and disseminates any information and updates to the KS4 & 5 teams.</p> <p>We are in the process of developing Vocational Profiles, which will be done in partnership with parents/carers, pupils, the KS4 & 5 teams and employers where work placements have taken place.</p> <p>All of our vocational and life skills centred education is accredited by an examination board AQA or ASDAN, for which our pupils receive certificates of recognition.</p>	



8. Partnership Work

We work closely with the local authority due to the vulnerable nature of our pupils who all have special education needs and disabilities with Education, Health and Care Plans in place, ensuring that we know of all the services available to support pupils, to access these and share this knowledge amongst our community.

Riverside Bridge School endeavours to engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate.

Riverside Bridge School is also part of the London Enterprise Adviser Network (LEAN), which is co-funded by the Careers and Enterprise Company and the Mayor of London and is delivered by Local London & ELBA (East London), Reed in Partnership (West, Central and South London) and Talentino in special schools and colleges.

Through the support of Talentino, Riverside Bridge School has access to a network of business volunteers who work in senior roles and volunteer their time to help bridge the gap between the world of work and education, working with the School Careers Lead and the Senior Leadership Team to create opportunities for our young people.

9. Staff CPD

To maintain and continuously develop the CEIAG provision at the school, the Senior Leadership Team will ensure the continual professional training and development of relevant staff.

This includes:

- the Work-Related Learning/Careers Lead - the professional development plan of the Lead includes attendance at external careers event(s) and/or skills training programs each year;
- Teaching staff - all staff receive regular training from the Work-Related Learning/Careers Lead on how to deliver the Work-Related Learning Curriculum and share good practice.

In addition, all staff, including co-educators, receive regular training on embedding careers learning within their subject areas and roles, reinforcing the whole-school approach to preparing pupils for adulthood.

10. Monitoring and Evaluation

This Career Education, Information, Advice and Guidance policy is on the school website and hard copies are available to parents/carers from the school office on request. The policy will be reviewed on a yearly basis.