



# Best Foot Forward Careers Policy

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## 1. Introduction and Context

Our aim is to improve the life chances of our young people, to offer them a nurturing, safe and supportive environment and a personalised learning experience. This aim extends to our approach to careers education, information, advice and guidance (CEIAG).

This policy sets out what stakeholders can expect from our Careers Programme.

At Best Foot Forward we recognise that each student has their own strengths and talents and we aim to provide a personalised approach to learning wherever possible.

Through a broad curriculum, highly skilled staff and child-centred values, we provide a positive learning environment which promotes independence and achievement.

We hope to provide the structure and support needed to allow each student to be successful and realise their full potential.



## 2. Careers Programme

At Best Foot Forward students are taught the skills and attitudes required to enable them to become as independent as they can be. Careers Programme activities support this purpose and provide a bridge via which students move to a post-16 destination of choice and then further into employment and adulthood as responsible members of society.

We are committed to providing a planned Careers Programme. High aspirations are central. As options for young people become more varied and complex, it is vital that we support our students to develop the knowledge and skills they need to make realistic, informed, choices for their future.

Our Careers Programme has many aspects. While CEIAG is a part of the support we offer to all students, the Programme is differentiated to suit the needs of each individual student. To achieve this, we work with internal and external stakeholders to build a Programme that combines integrated delivery with more overt CEIAG activities.

Internally, it is incumbent on all members of staff to take opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum.

Our Careers Programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations.
- ensure students have the attitudes, skills, and qualities to take the next steps in their learning or career.
- help students to understand and engage with the changing world of work including the changing labour market information.
- develop students' research skills to find out about career opportunities.
- encourage participation in continued learning.
- provide support at individual level.
- support inclusion, challenge stereotyping and promote equality of opportunity.
- contribute to strategies for raising achievement.

## 3. Statutory Requirements and Expectations

We are committed to fulfilling the statutory duties in relation to CEIAG. This policy provides a framework for meeting the national requirements and expectations summarised as:

The Department for Education (DfE) updated its statutory guidance for schools on providing careers guidance in September 2022 requires governing bodies to ensure that all registered students at school are provided with a careers programme from Y7-Y11.

Best Foot Forward endeavours to follow:

- Careers guidance and access for education and training providers (DfE, January 2023)
- The Gatsby Benchmarks (Gatsby Charitable Foundation, 2018)
- Any other relevant guidance from DfE, QCA, CDI and Ofsted as appropriate.

The governing body must ensure that the careers programme and independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

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The Education Act (2002) requires educational establishments to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of students at Best Foot Forward and of society, and
- b) prepares students at Best Foot Forward for the opportunities, responsibilities, and experiences of later life.

The Equality Act (2010) places a public sector duty on schools and colleges to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

The Education Act (2011 and subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from Y8 to Y11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The 2018 statutory guidance: Careers guidance and access for education and training providers, requires:

- every school and college to publish information about their careers programme, including the name of their Careers Leader.
- all maintained schools and academies to provide opportunities for a range of education and training providers to have access to students from Y7 to Y11.

We will use the Gatsby Benchmarks to develop, assess and improve our careers provision. The benchmarks are:

- Benchmark 1: A Stable Careers Programme
- Benchmark 2: Learning from Career and Labour Market Information
- Benchmark 3: Addressing the Needs of Each Student
- Benchmark 4: Linking Curriculum Learning to Careers
- Benchmark 5: Encounters with Employers and Employees
- Benchmark 6: Experiences of Workplaces
- Benchmark 7: Encounters with Further and Higher Education
- Benchmark 8: Personal Guidance

## 4. Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme. While some learning is clearly part of that programme, or part of a CEIAG event, other learning may occur through careers and work-related contexts incorporated into the wider Best Foot Forward curriculum, through dedicated CEIAG topics via the PSHE and Personal Growth and Wellbeing curricula, through specific content within subject session, through external visits, and internal presentations.

Whether part of the longer-term provision or on a short-term provision, all students are encouraged to take an active role in their own career planning and development. The Careers Programme emphasises student participation and responsibility through a focus on personal and social development, learning about careers and the world of work, and developing employability skills including, for some, the skills specific to different sectors.



During their time at Best Foot Forward, all students can expect:

- the support they need to make the right choices at key transition points.
- access to up-to-date, unbiased, information on future learning and training, careers and labour market information.
- support to develop the self-awareness and career management skills needed for their future
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future.
- access to tailored CEIAG activities within National Careers Week.
- a meaningful encounter with a representative from the world of work in each school year.
- information on a range of education or training options, including apprenticeships and other vocational pathways, colleges and universities.
- the opportunity to relate what they learn in session to their life and career beyond Best Foot Forward.
- the opportunity to talk through their career and educational choices with staff.
- access to individual guidance with a trained, impartial, independent careers adviser.
- Best Foot Forward tutors/mentors to keep parents/carers informed of progress and provide information to support career planning and decision-making.
- to be asked their views
- for some students to be able to access experience of work or a work placement.

Due to the nature of our student roll, additional CEIAG support is available in the following circumstances:

- EHCP Annual Reviews
- Transition Reviews
- If, following regular input, a student is identified as at risk of becoming NEET.

## 5. Parent/Carer Involvement

Young people do not make career decisions in isolation. Parents/carers can have a significant impact on the decision-making process, as well as having a clear interest in the right outcomes for their young person.

We support and encourage parental/carers involvement with our CEIAG programme wherever possible. This may happen in a number of ways:

- Parents/carers are invited to discuss their daughter/son's progress via end of session "handovers" with a member of staff.
- Regularly, particularly as part of a weekly reporting cycle, a student's careers aspirations will form part of discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.
- Parents/carers are kept up to date with career-related events and activities affecting their daughter/son via our normal home-tutor-mentor-Best Foot Forward communication channels
- Parents/carers are encouraged to be part of the student's individual IAG meetings whether in person or via phone or interactive platform.
- With the student's agreement, a copy of the Action Plan from the individual IAG meeting will be sent home. Parents/carers are encouraged to contact the Careers Advisor or the Careers Leader, should they have any questions or concerns.
- The Careers Programme is published on Best Foot Forward website and a 'Useful Links' section provides access to relevant websites, reading material and support for career planning at home
- Parents/carers are always welcome to contact the Careers Leader to seek advice and ask any questions they might have regarding careers pathways.

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## 6. Responsibilities

CEIAG has strong links to the teaching and learning process and is relevant across all subject areas. All staff, through their roles as tutors and mentors, have a responsibility to contribute to the overall careers programme within Best Foot Forward.

Additional responsibility for the development of the Careers Programme lies with:

- Best Foot Forward Careers Leader: Bethany Russell
- Best Foot Forward Transition Leader: Bethany Russell
- The Independent Careers Advisor: Bethany Russell

Contact details for the above are given at the end of this Policy.

## 7. Partnership Work

Best Foot Forward will continue to work with a range of partners to assist in the support and delivery of CEIAG and LMI including the Career and Enterprise Company, Enterprise Advisor, local employers, post-16 providers and professional bodies.

Where Best Foot Forward works with the local authority and local schools, we will work with these partners to ensure that their policies and procedures are in line with our own and meet the needs of our students.

## 8. Equal opportunities

We will promote equal opportunities, challenge stereotypes and address limiting beliefs through all aspects of CEIAG.

Our CEIAG provision is needs-based. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths.

While KS4 students are prioritised in each annual cycle, a referral for IAG with the Careers Advisor can be made at any time via the Careers Leader. There is no limit to the number of times a student might see the Careers Advisor should additional support be necessary.

## 9. Monitoring, Review and Evaluation

The Best Foot Forward CEOs have the overall responsibility for overseeing CEIAG provision at Best Foot Forward.

The Careers Programme is monitored, reviewed and evaluated in a number of ways. We include formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students in a process that ensures:

- Students' intended directions are monitored.
- The Careers Leader and the Careers Advisor meet regularly to review CEIAG actions, student level interventions and to plan next steps.
- Individual Action Plans arising from IAG meetings with the Careers Advisor are provided for students and, with appropriate permission, shared with parents/carers.
- Individual Action Plans are centrally filed to be accessible to all staff.
- Student, Parent/Carer and Staff Voice is sampled in relation to the CEIAG provision as a whole and following specific target events.

CEIAG events are reviewed to evaluate the extent to which intended outcomes were achieved.

- After their involvement with a CEIAG event, feedback from external partners is gathered as part of reviewing the event.
- Guidance and support from the Enterprise Co-ordinator and Enterprise Adviser are accessed.
- Key staff participate in local CEIAG network meetings to share good practice with schools, colleges and career providers.
- We use the Destination Measures data to track the post-16 routes chosen by our students.
- The Local Authority tracks students' longer-term sustained direction data.
- As recommended in the statutory guidance: *Careers guidance and access for education and training providers* (October 2018) The Best Foot Forward Compass is updated to evaluate our CEIAG provision against a national standard and to review our position against best practice.
- The Careers Programme is audited annually.
- The development of CEIAG is a continuous priority for Best Foot Forward and CEIAG actions are included in Best Foot Self-Evaluation Report and Improvement Plan.

## 10. Further relevant information

This policy should be read in conjunction with:

- Best Foot Forward Careers Programme
- Best Foot Forward Provider Access Statement

And other relevant Best Foot Forward policies including:

- Curriculum Policy
- SEND
- Equality Information

If there are any questions about this Policy or Best Foot Forward CEIAG activities in general, in the first instance, please contact Best Foot Forward Careers Leader: Bethany Russell via

[beth@bestfootforward.org.uk](mailto:beth@bestfootforward.org.uk).