



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

2018 CEAIG policy

Document Control

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Related Documents/Policies

Reference	Title
	Provider Access Policy (2018)

Nicola Murrall (Assistant Headteacher with responsibility for CEAIG) is responsible for reviewing and updating this procedure.

Careers and Work Related Learning Policy

Careers education and guidance programmes play a significant role in helping young people choose future pathways that suit their interests, abilities and individual needs. The CEaIG programme at King Edward VI Handsworth School for Girls will help students plan and manage their future pathways effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotyping. Our policy is guided by the Gatsby benchmarks and conforms to statutory requirements as set out below.

We fulfil our national responsibilities as laid out in the following document(s):

- DfE Careers Strategy: Making the most of everyone's skills and talents (December 2017)
- DfE Careers guidance and access for education and training providers (January 2018)
- Sections 42A1 , 42B and 45A of the 1997 Education Act, 2003 Education Regulations to provide statutory careers guidance to pupils in Year 8-13
- Section 72 of 2008 Education and Skills Act to give learners access to impartial careers information, education and guidance.
- The Technical and Further Education Act 2017.
- Ofsted's Common Inspection Framework
- Ofsted's School Inspection Handbook

King Edward VI Handsworth School for Girls also endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time including The Gatsby Career Benchmarks. A summary of the The Gatsby Career Benchmarks are available at the end of this policy.

Development

This policy was developed and is reviewed biennially in discussion with staff, students and governors. Miss N Murrall (Assistant Headteacher with responsibility for CEaIG) is responsible for reviewing this policy.

Context

From September 2013, The Education Act of 2011 placed schools under a statutory duty to ensure that all registered pupils in Years 8 – 13 have access to independent, accurate and impartial information, advice and guidance.

A further addition to the Technical and Further Education Act 2017 states that schools in England "must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships".

Each year around 90% of our cohort stay on in to our Sixth Form from Year 11. They are joined by approximately 40 pupils from other centres at the start of Year 12; of these around 85% of the cohort go on to University. At each point of 'transition' we strive to ensure that our students are purposefully provisioned in terms of advice and guidance, including information and support regarding options, university study, apprenticeships, employment or further study with another provider.

Aims and Values

Careers Education, information, advice and guidance (CEAIG) at King Edward VI Handsworth School for Girls aims to encourage students to consider a wide range of options and opportunities and ultimately to go into courses and jobs which suit their needs, skills, ambitions, interests and qualities. Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned and progressive programme of activities supports students in choosing pathways from 14-19 years old. Within this programme, students will:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Make best use of the Information, Advice and Guidance (IAG) both independently and with support.
- Develop essential careers skills promoted through our Teaching and Learning ethos including creativity, perseverance, resilience, good self-presentation and adaptability.
- Manage transitions in their lives such as GCSE and A-Level options as well as from school to university or work.
- Raise their aspirations, broaden their horizons and challenge stereotyped thinking about what they and others can achieve within our society.

The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

Under the Government's Careers Strategy (2017) students are entitled to careers education and guidance which follows the policy above and is therefore independent and impartial, integrated within their overall education and structured to provide help at decision points and to meet their continuing needs. Students are also entitled to access a range of providers of technical education and apprenticeships to inform them about technical education qualifications or apprenticeships [see appendix 2 – King Edward VI Handsworth School for Girls policy statement on provider access].

This policy complements and should be read in conjunction with our school's vision and values statement in particular 'empower them to grow into independent, strong women who are equipped with the flexibility and moral courage to deal with the challenges of the modern world' and other relevant policies such as the PSCE, Work Experience, Provider Access and Safeguarding policies.

Commitment

The governing body, headteacher, senior leadership team and staff are committed to:

- meeting our statutory careers-related responsibilities and principles of good practice in CEIAG
- providing resources and advice to enable students to understand and develop career choices, including securing independent and impartial careers guidance for Years 7- 13
- ensuring that careers education is a key part of the overall curriculum and learning framework for all years, with a planned programme of CEIAG activities that meet students' needs

- ensuring that careers advice provided is both independent and impartial, and is offered equally to all students regardless of gender, ethnicity or disability
- involving students, staff, parents and carers in the further development of careers work
- working with a range of external partners and organisations, including providers of careers advice and guidance, local education-business partnerships and former students, and especially collaborating more fully with local and national employers

Statutory duties

- Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 – Year 13
- The governing body must ensure that the 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 pupils to whom it is given.
- The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access pupils in Year 8 – Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- The proprietor must prepare a policy statement (see appendix 2) setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
 - any procedural requirement in relation to requests for access.
 - grounds for granting and refusing requests for access.
 - details of premises and facilities to be provided to a person who is given access.
- The proprietor must revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

Roles and responsibilities

The careers strategy (DfE, 2017) sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. The named member of staff is Miss N Murrall (Assistant Headteacher with responsibility for CEaIG). The member of the Senior Leadership Team works in conjunction with the rest of the Senior Leadership Team and the member of the Governing Body with strategic oversight of CEaIG. In the academic year 2017-2018 this is Mrs A McKerracher.

Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.

A named member of staff co-ordinates the CEAIG programme for Key Stage 3 and Key Stage 4 as well as the work experience programme and is responsible to the member of the Senior Leadership Team with responsibility for CEAIG. During the academic year 2017-2018, this is Mrs N Connor through LearntoWork.

In the Sixth Form a Post 16 Careers, enrichment and work-related learning coordinator coordinates this programme and is responsible to the Director of the Sixth Form and the member of the Senior Leadership Team with responsibility for CEAIG. During the academic year 2017-2018, this is Mrs J Nolan.

All staff contribute to the CEAIG programme through their roles as form tutors and subject teachers.

Parents and carers

Parental involvement is encouraged at all stages.

Details of our careers programme is published on our website so that it is known and understood by students, parents/carers, teachers, governors and employers.

Parents are supplied with Key Stage 3 Curriculum Information, Key Stage 4 Options Booklet, Sixth Form Options Booklet, Oxbridge Information Sessions. Parents and carers are also invited to attend options evenings for Year 9, Year 11 and Sixth Form. A Careers Fair is organised annually for parents and students in Years 9, 11 and 12. Parents and carers are kept up to date with careers related information and events through the school newsletter, the careers section of the school website and letters home. Parents and carers are also invited to share their expertise and experience during careers events and activity days.

Resources, Implementation and Delivery of Careers Guidance

The budget for CEAIG is determined annually and every endeavour is made to ensure that sufficient resources are allocated to meet student needs.

The school has two careers libraries – one in the Main Library with a wide range of relevant and up-to-date resources in a range of media, and one in the Sixth Form area containing university prospectuses and information on other routes such as Higher Apprenticeships.

Another important source of information is the school's careers website which is maintained by member of the Senior Leadership Team with oversight for CEAIG. This section of the website contains information, resource downloads, links and access to key pieces of software subscribed to by the school. Careers information is displayed on information boards in the main school and the Sixth Form.

Careers Guidance in Key Stages 3 and 4 is provided through a Careers Advisor from Learn to Work. The Careers Advisor during the academic year 2017-2018 is Mrs N Connor. Mrs Connor is in school every Wednesday and is based in the Careers Office. Mrs Connor is available for pre-arranged appointments or for drop-in sessions during junior and senior breaks as well as a lunchtime. Mrs Connor is also available at Parent's Evenings and Key Transition Events such as the Careers Fayre and the Year 9 GCSE Options Evening.

Careers Guidance in the Sixth Form is provided through Inspiring Futures.

Careers education is primarily delivered through the school's PSHCE programme, as well as in some curriculum lessons, tutor time and off timetable sessions such as activity days. Work Related

Learning in the form of work experience takes place in Year 11, Year 12 and Year 13 together with careers interviews with an independent advisor and a Careers Fair for Years 9, 11 and 12.

Careers guidance for vulnerable, disadvantaged and SEND students

The designated careers lead will engage with the school's designated teacher for vulnerable, looked after and previously looked after children to 1) ensure they know which students are in care or who are care givers; 2) understand their additional support needs; 3) ensure that, for looked after children, their personal education plan can help inform careers advice.

King Edward VI Handsworth School for Girls aims to ensure that careers guidance for students with special educational needs and disabilities (SEND) is differentiated where appropriate and based on high aspirations and a personalised approach. We endeavour to work with parents and carers or students with SEND to help them understand what careers options are possible. This guidance will take account of the full range of relevant education, training and employment opportunities. Where pupils have EHC plans, their annual reviews must, from Year 9 at the latest, include a focus on adulthood, including employment.

Staff Training and Professional Development

Staff professional learning and development needs are identified through an annual needs assessment and appropriate arrangements are made to meet this needs within a reasonable time frame.

Monitoring and review

CEAIG provision is monitored regularly and amended following annual review by the Careers Co-ordinator and the member of the Senior Leadership Team with responsibility for CEAIG. Students' opinions are sought via student voice group interviews, the School Council and via online surveys following a series of careers interviews or events. Parental views are sought at Parent's Evenings and at the annual Careers Fair. A report is submitted to the senior leadership and governors. Evaluation of other aspects of CEIAG is undertaken regularly.

Destination measures are analysed closely and used to ensure that the school is providing the right advice and guidance to head students in the right directions so that they are successful.

Student Entitlement to CEAIG

As a student of King Edward VI Handsworth School for Girls, your CEAIG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and employment
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers sessions through Tutor Time
- A range of careers activities through extra-curricular provision
- Access to the careers library – information is available in books, videos, leaflets and on computer – ask for help
- Interviews with a Careers Adviser through LearntoWork (Key Stage 3 and 4) or Inspiring Futures (Key Stage 5)
- Work experience

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme

Appendix 1 – The Gatsby Benchmarks

Benchmark	Description	Exemplification
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 students, parents, teachers, governors and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	Every student, 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>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations</p>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5. Encounters with employers and employees	Every student 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.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer
6. Experiences of workplaces	Every student 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>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7. Encounters with further and higher education	All students 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>By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2

King Edward VI Handsworth School for Girls Provider Access Policy

Introduction

This policy statement 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.

Pupil entitlement

All pupils in years 8-13 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact

Nicola Murrall

Assistant Headteacher with responsibility for CEAIG [Job title],

Telephone: 01215542342

Email: office@kingedwardvi.bham.sch.uk

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 such as our annual careers fair, Year 9 options evening and Year 11 parent's evening.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

	Autumn Term	Spring Term	Summer Term
Year 8		Parent's Evening	
Year 9	Parent's Evening	KS4 options event Careers fair	
Year 10			Parent's Evening
Year 11	Assembly on opportunities post 16 Parent's Evening	Post 16 evening Careers Fair	
Year 12	Higher Education Fair		UCAS Launch Day

	Assemblies on opportunities post 18.		
Year 13	Parent's Evening		

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 Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature to be used within Careers Resource Bank within the Sixth Form and the school library, which is managed by the school librarian. These resources are available to all students at lunch and break times.

Approval and review

Approved March 2018 by Governors at Welfare Committee

Next review: March 2020

Signed: N Murrall

Chair of Governors: David Wheeldon

Head teacher: Amy Whittall