

# Careers Education and Guidance Policy

**POLICY TITLE:** Careers Education and Guidance Policy

**STATUS** Statutory

**REVIEWED BY:** Curriculum Committee

**DATE of NEXT REVIEW:** July 2021

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## Rationale

Queen Elizabeth's Girls' School is committed to our statutory duty to provide CEIAG to students in Years 8 to 11 and ensure that all students have access to impartial and inspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and January 2018 Statutory guidance.

This policy is based on the most recent CEIAG review and in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in January 2018, and nonstatutory guidance "Careers Guidance and Inspiration in Schools". National Careers Council advice is also used to ensure the school's provision for CEIAG is meeting or exceeding national standards and recommendations.

## Ethos

We recognise that effective careers education and guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. The careers programme at QEGS is committed to delivering high quality Careers Education, Information, Advice and Guidance (CEIAG) by ensuring students make effective and informed decisions about their future through career exploration, supported and independent career management, work related learning and the development of employability skills. Queen Elizabeth's Girls' School believes that a vital part of this is through contact with employers, training advisors, colleges and universities.

For the purpose of this policy the following definitions have been used:

**Information** – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.

**Advice** – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

**Guidance** – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people’s circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

## **1 Aims:**

The school aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for CEIAG is based on the Gatsby objectives. These objectives underpin the quality of our provision in school.

The careers programme at Queen Elizabeth’s Girls’ School is designed to meet the needs of all of our students and is differentiated to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development. We believe strongly in equal opportunities and ensure students who are disadvantaged or have Special Education Needs or Disabilities have early interventions and targeted careers advice.

### **Our Aims:**

1.1 To develop student’s self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values through guided use of an ICT Careers based programmes such as JED.

1.2 To encourage and support career exploration and research through both enrichment and curriculum-based classroom/group work activities, one-to-one guidance interviews, online tools, access to a careers resources section of the library, working with employers, visiting speakers and work related activities delivered by representatives from industry.

1.3. To provide work related learning opportunities, labour market information and career opportunities in order to enable students to make effective decisions about their future;

1.4. To develop students employability skills and professional ethics to meet the demands of a changing work environment;

1.5 To actively promote equality of opportunities for all including careers where women have traditionally been under represented e.g. STEM subjects.

1.6 To embed all of the above, increasing students' confidence, resilience and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.

To fulfill these aims Queen Elizabeth's Girls' School will:

1.1 Provide accurate, comprehensive, current and reliable information for students which is accessible and well displayed.

1.2 Give students the opportunities to acquire the skills they need to make best use of this information.

1.3 Provide the opportunity for all students to participate in work related learning opportunities including work experience at Key Stages 4 and 5, in order to enhance their knowledge and understanding of the world of work.

1.4 Work with an independent careers advisors to achieve our aim of independent, impartial advice.

We also recognise the value of close links with parents, employers, training providers and local colleges and provide regular opportunities for employers and training providers to speak to students about their offer and sector of employment.

### **Careers Advisor:**

Queen Elizabeth's Girls' School secures access to independent face to face careers guidance which enables students to have 1:1 or group work with impartial advisers. This is supplemented by drop in surgeries where students can seek advice on work experience preparation, CV writing, and access Labour market information.

Students also have 24/7 access to computer software JED which enables students to gain impartial advice and LMI on specific careers and pathways.

Pupils with EHC plans are entitled to specialist careers advice. This statutory work is carried out by Barnet BEETs team in partnership with the inclusion department.

A Careers Adviser from this service will work with the student and their families on a 1:1 basis and support the student through the transition and together with the inclusion department ensure that documentation is in place to ensure the necessary support in the next educational setting.

## **Roles and Responsibilities**

The Head teacher will ensure that the policy is integrated into the rest of the curriculum and implemented in accordance with the principles outlined above.

### **The Careers Coordinator will:**

- ❖ Organise and coordinate the provision of CEG for each year group.
- ❖ Deliver relevant INSET to staff.
- ❖ Liaise with outside bodies concerned with careers education.
- ❖ Ensure the provision of suitable up to date resources.
- ❖ Evaluate the programmes we deliver.
- ❖ Use relevant data and consult Heads of Year to identify students at risk of becoming NEET
- ❖ Support in the collection and submission of destinations data to the Local Authority as required.
- ❖ Track pupil's destinations after they leave school in light of the raising of the participation age.
- ❖ Support the Careers staff in organising work experience opportunities for students at Key Stages 4 and 5.

### **All staff will:**

- ❖ Deliver aspects of the CEG programmes as requested through tutor times and curriculum areas.
- ❖ Be familiar with where to signpost students to impartial advice and guidance as part of the careers programme.
- ❖ Include careers-related elements in their schemes of work where appropriate.
- ❖ Promote specific careers information linked to their subject to support students making informed choices e.g. options booklets.

### **The Governing Body will ensure that:**

- ❖ Sufficient time and resources are allocated to the careers programme.
- ❖ To ensure value for money of the careers provision
- ❖ The effectiveness of careers advice is evaluated and the outcomes reflected in future plans.

**Consultation with all key stakeholders will take place on an annual basis.**

## **MONITORING, REVIEW AND EVALUATION**

The Careers Education and Guidance Policy will be reviewed every three years by the Careers Coordinator taking into account government advice and statutory changes. The policy may be reviewed more frequently if there are significant changes to government policy/guidance.

Feedback will be provided via the Head teacher for the Curriculum Committee who have responsibility for the policy.

**APPROVED by the Governors: Next meeting is on**

## **Appendix 1**

### **QUEEN ELIZABETH'S GIRLS' SCHOOL**

#### **ENTITLEMENT STATEMENT TO CAREERS EDUCATION AND GUIDANCE**

As a student at Queen Elizabeth's Girls' School you are entitled to:

- A planned programme of careers activities which will provide you with a variety of ways to find out about careers and develop skills so that you feel confident in making career choices.
- Access to impartial advice and guidance from a Careers Advisor to help you make careers decisions.
- Access to up-to-date and reliable careers information and resources including ICT software providing information on careers and LMI.
- Opportunities to plan, review and record your progress in all aspects of the curriculum, including careers action plans.
- Experience of the world of work - through visits, speakers, work shadowing, and work experience placements.

## **Appendix 2**

### **Curriculum:**

There is a planned programme of careers education for all pupils from Year 8 through to Year 13. In Years 8 to 11 it is taught as part of a separately timetabled PHSCE programme. Each year group has a weekly lesson of PHSCE. There are specific careers units in the programme for different year groups. In Years 12 and 13 careers education is delivered through the enrichment and assembly programme.

**Access to individual guidance** - From Year 9 upwards the process for individual guidance is initiated by the Careers Coordinator and/or other members of staff who refer the student on for individual guidance. The Careers Advisor delivers individual or group guidance interviews to all students in Year 11. Individual interviews are provided for targeted students at Key Stage 4 who are identified according to need after consultation with the Inclusion Department and pastoral staff. Students with an Education, Healthcare Plan all get offered individual guidance interviews.

**Work experience** - All students in Key Stage 4 and 5 have the opportunity to undertake a one week placement; most students find their own placement. Preparation and debriefing sessions are included as part of the work experience programme and involve the Careers Coordinator, teachers and employers. We aim to visit or contact all pupils whilst they are on their placement.

### Appendix 3

#### Careers Provision Summary

Year Group	Curriculum	Extra-curricular
Year 8	<ul style="list-style-type: none"> <li>• Look at skills and qualities and the impact of these on future career choices (May - July)</li> <li>• What work is and what it is for (in development)</li> </ul>	<ul style="list-style-type: none"> <li>• After school careers talks</li> <li>• Mock Trial – looking at law and those interested in law (November – March)</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Choosing option choices unit – students work through a series of activities regarding decision making, qualities and skills. Introduction to Careers Software and to the Careers Library</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Trial – looking at law and those interested in law (November – March)</li> <li>• After school careers talks</li> <li>• Wings of Hope mentoring</li> <li>• Employability mentoring</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Employability lessons including CV writing, interview skills in PSICHE lessons.</li> <li>• Careers day with "speed meeting" local employers</li> <li>• Talks from Universities on STEM courses</li> </ul>	<ul style="list-style-type: none"> <li>• Careers interviews offered for those students with EHC plans.</li> <li>• Students invited to participate and apply for roles as peer listeners</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>○ Post 16 options assemblies including apprenticeships, employment with training opportunities,</li> <li>○ Higher education.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers interviews offered to all students from September onwards as either 1:1, group and drop in sessions.</li> </ul>
Y12 & 13	<ul style="list-style-type: none"> <li>• Work experience and employability taught through enrichment sessions</li> <li>• UCAS convention visits</li> <li>• Talks on apprenticeships and HE</li> <li>• mock interview training</li> </ul>	<ul style="list-style-type: none"> <li>• Careers interviews/ drop ins offered to all students</li> </ul>