



Careers Education, Information, Advice and Guidance Policy

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Linked policies

N/A

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Adopted by the Governing Body:

Compliance Check:

Review Period: Annual

Review Date:



1.0 School Vision

- 1.1 St Paul's School for Girls strives to present the highest quality of teaching and learning across our entire curriculum. Each girl is encouraged and stimulated to aim for excellence and thus achieve the best possible personal and academic standards. The diversity and richness of contribution from all members of the school community, in promoting and upholding all-round high standards are highly valued.

In our vocation as teachers, we do our very best for the children, fostering high standards of teaching and learning, nurturing pastoral care and spiritual and moral guidance of the girls. We work with students, parents, guardians and other key partners to enable all of our students to face the future with confidence in their personal qualities and achievements. We want to do our very best to ensure that we are able to support all of our students in being equipped to respond positively to the changing needs of society by enabling them to, briefly experience, think about, develop and prepare for future careers or their continued education. Our approach is presented in this policy and active careers curriculum plan.

- 1.2 Our conscientious, determined and expert staff are still highly committed to the words of Mother Genevieve Dupuis: *"do your very best for the children"*. In their vocation as teachers, they do their very best for the children, fostering high standards of teaching and learning, nurturing pastoral care and spiritual and moral guidance of the girls.

This commitment extends to our responsibility to ensure that every pupil experiences and are able to take advantage of active and impartial Careers Education, Information, Advice and Guidance throughout all stages of their education. At St Paul's we adopt and are continue to embed a whole school approach to the future careers of all of our pupils. All staff across the Key Stages are fully engaged in the successful delivery of our careers education curriculum policy, alongside stimulating whole school careers activity programmes, delivered in partnership.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education,



employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

- 2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at St Paul's School for Girls are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
 - 3.1.1 To ensure that all students at the school receive a stable careers programme
 - 3.1.2 To enable all students to learn from information provided by the career and labour market
 - 3.1.3 The CEIAG programme should be individual and address the needs of each student
 - 3.1.4 To link the curriculum learning to careers learning
 - 3.1.5 To provide students with a series of encounters with employers and employees
 - 3.1.6 To provide students with experiences of workplace(s)
 - 3.1.7 To ensure that students have a series of encounters with further and higher education
 - 3.1.8 To provide each student with the opportunity to receive personal guidance



These objectives will be achieved via the Careers Curriculum Plan which can be seen in Appendix 2. Success will be measured via the usual Quality Assurance measures in school e.g. Curriculum Focus Groups and the annual Future Skills Questionnaire to ensure we are delivering our intent to 'provide high quality impartial careers guidance that supports pupils to make well-informed, aspirational decisions about their future.'

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 13

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the pupil

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7–Year 13 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

4.3 St Paul's School for Girls believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

4.5 The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.



- 4.6 The school will work with families of learners to help them understand what career options are available and encourage their involvement in both the Careers Curriculum and helping their daughter realise her aspirations.
- 4.7 Careers guidance will focus on a learners' career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE
- 4.8 The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 4.9 The careers leader will work closely with the SENDCo, Family Liaison for children in care and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy. The SEND local offer will be utilised; annual reviews for a learners' EHC plan will be informed by good careers guidance. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement.

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement



6.0 Provider Access

- 6.1 Introduction - This section of the policy 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.
- 6.2 All pupils in Years 7-13 are entitled:
- 6.2.1 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;
 - 6.2.2 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;
 - 6.2.3 to understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:
- 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored
 - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
- 7.2.1 Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey;
 - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner or Ofsted.
 - 7.2.2 the number of students who are NEET (young person not engaged in education, employment or training) in October having left the school in the previous summer. This figure can be compared to national figures as



well as against the equivalent figure from similar schools both nationally and within the county.

7.2.3 By annual evaluation of progress against the DIP and SIP.



The Gatsby Benchmarks

Appendix 1

	Outcome	Action
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.	<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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.	<input type="checkbox"/> 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. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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.	<input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development.



		<input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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.	<input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<input type="checkbox"/> 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. <input type="checkbox"/> 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.



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.	<input type="checkbox"/> 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.



St Paul's School for Girls Careers Curriculum Plan

Appendix 2

	Autumn Term What?	Spring Term What?	Summer Term What?
Year 7	Step Up Careers workbook	Step Up Careers workbook	Step Up Careers workbook
	Unifrog - Interests profile	Unifrog - Personality profile	Unifrog - Work Environments profile
	Career focus - Arts and Media	Career focus - Business and Finance	Future Skills Questionnaire
	Careers Advisor Introduction	Volunteering/Work Experience - Year 13 Pupil Presentation	Career focus - Construction, Property and Architecture
	University Visit	Teacher Career Journey	Volunteering/Work Experience - Year 13 Pupil Presentation
	Parent Information Evening		Career Day - Shadow an Adult Day
			Career Advisor Drop In sessions every Friday
		Parent/Carers Careers Questionnaire	
	Autumn Term	Spring Term	Summer Term
Year 8	Step On Career Workbook	Step On Career Workbook	Step On Career Workbook
	Unifrog - Interests profile	Unifrog - Personality profile	Unifrog - Work Environments profile
	Career focus - Education and Training	Career focus - Hospitality, Food and Sport	Future Skills Questionnaire
	Careers Advisor Introduction	Volunteering/Work Experience - Year 13 Pupil Presentation	Career focus - Maintenance, Service and Repair
	University Visit	Teacher Career Journey	Volunteering/Work Experience - Year 13 Pupil Presentation
	Parent Information Evening		Career Day - Employer Speed Dating/ Technical Education or apprenticeship encounter
			Career Advisor Drop In sessions every Friday
		Parent/Carers Careers Questionnaire	
	Autumn Term	Spring Term	Summer Term
Year 9	Step Ahead Career Workbook	Step Ahead Career Workbook	Step Ahead Career Workbook
	Unifrog - Interests profile	Unifrog - Personality profile	Unifrog - Work Environments profile
	Career focus - Human Services and Administration	Career focus - Law and Public Safety	Future Skills Questionnaire
	Careers Advisor Introduction	Options - Year 10 Pupil Presentation	Career focus - Manufacturing and Engineering
	Options - Year 10 Pupil Presentation	Options Evening	Options - Year 10 Pupil Presentation
	University Visit	Teacher Career Journey	Career Day - Post 16 Careers Fair/ Technical Education or apprenticeship encounter
	Parent Information Evening		Career Advisor Drop In sessions every Friday
		Parent/Carers Careers Questionnaire	
	Autumn Term	Spring Term	Summer Term
Year 10	Step Forward Career Workbook	Step Forward Career Workbook	Step Forward Career Workbook
	Unifrog - Activities	Unifrog - Competencies	Unifrog - College/Sixth Form and Apprenticeships
	Career focus - Medicine and Health	Work Experience and Practice Interview preparation	Future Skills Questionnaire
	Careers Advisor Introduction	Career focus - Plants, Land and Animals	Career focus - Politics and Social Care
	Work Experience - Year 11 Pupil Presentation	Work Experience - Year 11 Pupil Presentation	Work Experience - Year 11 Pupil Presentation
	Parent Information Evening	Teacher Career Journey	Career Day - Practice Interviews/ Technical Education or apprenticeship encounter
			Work Experience time allocation
		Career Advisor Drop In sessions every Friday	
		SEND College Visits	
		Parent/Carers Careers Questionnaire	



	Autumn Term	Spring Term	Summer Term
Year 11	Step into the Future Career Workbook	Step into the Future Career Workbook	Step into the Future Career Workbook
	Unifrog - Activities	Unifrog - Competencies	Future Skills Questionnaire
	Career focus - Sales and Marketing	Career focus - Science and Technology	Career focus - Transport and Logistics
	Level 2 - Year 12 Pupil Presentation	Post 16 - Year 12 Pupil Presentation	Post 16 - Year 12 Pupil Presentation
	College and Further Education Fair	Technical Education or apprenticeship encounter	Unifest
	One to One Career Meeting	Transition Interviews	NCS
	Sixth Form Open Evening	One to One Career Meeting	One to One Career Meeting
	Parent Information Evening	Teacher Career Journey	Parent/Carers Careers Questionnaire
	Autumn Term	Spring Term	Summer Term
Year 12	Unifrog - MOOCS/Masterclasses	Unifrog - UCAS	Future Skills Questionnaire
	Life at University	Life on an Apprenticeship	Life in Employment
	Career focus - Based on Future Skills Questionnaire feedback and unusual choices	Career focus - Based on Future Skills Questionnaire feedback and unusual choices	Career focus - Based on Future Skills Questionnaire feedback and unusual choices
	Level 3 - Year 13 Pupil Presentation	Level 3 - Year 13 Pupil Presentation	Level 3 - Year 13 Pupil Presentation
	University Visit	Oxbridge Preparation Sessions	Open Day Visits
	Parent Information Evening	Work Experience through Pragmatics	Career Day - Independent Uni/Apprenticeship/Employment Visit
	Oxbridge Preparation Sessions	Teacher Career Journey	Career Advisor Drop In sessions every Friday
	Work Experience through Pragmatics	Progress Tutor Meeting	UCAS Personal Statement Day
	Progress Tutor Meeting		Oxbridge Preparation Sessions
		Parent/Carers Careers Questionnaire	
		Work Experience through Pragmatics	
		Progress Tutor Meeting	
	Autumn Term	Spring Term	Summer Term
Year 13	Functional Life Skills - Preparing for Adulthood	Functional Life Skills - Preparing for Adulthood	Functional Life Skills - Preparing for Adulthood
	Career focus - Based on Future Skills Questionnaire feedback and unusual choices	Career focus - Based on Future Skills Questionnaire feedback and unusual choices	Career focus - Based on Future Skills Questionnaire feedback and unusual choices
	Post 18 - Ex Pupil Presentation	Post 18 - Ex Pupil Presentation	Post 18 - Ex Pupil Presentation
	One to one UCAS meeting	Teacher Career Journey	Future Skills Questionnaire
	Parent Information Evening	Progress Tutor Meeting	Parent/Carers Careers Questionnaire
	Progress Tutor Meeting		Progress Tutor Meeting
Ongoing	Upcoming events and opportunities advertised on Firefly		PSHRE
	Displayed Student Profiles		PSHRE and Assembly
	Work Experience Stories display		Assembly
	Subject Curriculum content - one career per year per subject		Extra Curricular
	Career of the week screen display		Subject Curriculum

Key



Application for Provider Access

Appendix 3

Introduction

This document 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 7-13 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 Polly Rigg

Telephone: 01214540895

Email: prigg@stpaulgl.bham.sch.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

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

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.