



Highsted Grammar School

Policy on Careers Education Information Advice & Guidance



CAREERS POLICY

BACKGROUND TO THE POLICY

CEIAG is central to the education of all students in order to support students’:

- Outcomes
- Engagement with learning
- Effective transitions throughout their career

The school will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the Qualification Pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

STATEMENT OF THE POLICY

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students’ individual needs. The school is committed to not just fulfilling its statutory requirements in line with the updated guidance released in January 2023 but providing for student’s exceptional support and guidance throughout their time at Highsted Grammar School.

The programme of careers education from years 7-13 has been developed in line with the eight Gatsby Benchmarks for ensuring best practice.

The Gatsby Benchmarks

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment (Employer engagement & work- related skills development)
- Helping students to follow courses that are appropriate to their needs (Appropriate curriculum informed by student ability and Labour Market Information)
- Improving understanding of the world of work (Opportunity Awareness)
- Developing cultural capital to enable students to have social mobility irrespective of social background.
- Successful transition to the next stage of education and employment (Supporting students at key transition stages)
- Empowering students to plan and manage their own futures (Developing career management and job search skills)
- Providing comprehensive, unbiased & responsive advice and guidance that allows time for face to face guidance



- Actively promoting equality and challenging gender stereotypes

METHOD

The methods by which the school will accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum (STEM Projects/Taster Days/Master classes)
- Promoting awareness of the world of work (Employer Engagement, Year 11, 12 & 13 Work Placements)
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement (Armed Forces days and visitors, Visitors from Colleges and Universities, Careers Fair, Year 11 Post 16 Programme)
- Students will at least 6 provider encounters, 2 per key stage from Key stage 3 to 5.
- Promoting awareness and understanding of work, industry, the economy and community (Dedicated CEIAG Careers lessons as part of the school's pastoral curriculum)
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance (Options evenings, Sixth Form Open Evening, Engagement with Post 18 Providers, Post 16 programme, careers interviews with CKX – Independent careers advisory service).
- Students with SEND follow the same programme of careers as their peers with adaption and support where appropriate. If current provision cannot fully address a student's additional needs, advice will be sought from the National Careers Service.
- Providing opportunities to hear from a range of providers including technical education and apprenticeships.
- Enabling students to make considered decisions in regard to future choices
- To prepare students for transition to Further/Higher Education or employment with training
- Staff development around the principles of CEIAG will be incorporated into the CPD plan.

Each curriculum area to be supported in identifying Careers Education elements and includes these in lesson planning.

- Schemes of Work should recognise the importance of Careers Education
- Lesson plans should include work related learning opportunities
- Departments should display subject links to occupations and progressions
- Specific, impartial and independent Information Advice & Guidance is provided to students through a number of ongoing delivery methods:
 1. CEIAG lessons across Key Stages via Pastoral curriculum
 2. Tasters and assemblies for principle Post 16 and Post 18 destinations
 3. University Tasters
 4. Widening Participation Initiatives with local universities
 5. Industry specific talks and presentations & employer engagement
 6. Group work for specific pathways (i.e. More Able (HE)/Apprenticeships)
 7. Display boards

MANAGEMENT

CEIAG is currently led and managed by a member of the Senior Leadership team who is responsible for:

- The leadership and co-ordination of the various aspects of CEIAG
- The activities at each Key Stage
- Monitoring/evaluation



- Liaison (SLG, Governing Body, and other partners)

This person is line managed by the Headteacher and supported by a link governor. Subject staff are responsible for identification of work-related learning elements within schemes/plans and implementation of work-related elements.

REVIEW

The AHT will report bi-annually to Governors (at Full Governors once per year and at Curriculum and Performance Committee once per year) on the destinations of learners from Years 11,12 & 13.

The Link Governor for the Careers Strategy is **Sarah Drury**
Miss Sarah Appleton (AHT) is the Careers Leader in school.

LINKS TO OTHER POLICIES AND ADDITIONS TO THE POLICY

This policy has been written with regard to the updated (January 2023) Careers guidance and access for education and training providers. [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](#)

Our CEIAG programme is also underpinned by the framework of the Gatsby benchmarks for good careers guidance. [Good Career Guidance | Education | Gatsby](#)

POLICY REVIEW DATE

Approved by:	Governing Body	Date: October 2023
Last reviewed on:	November 2021	
Next review due by:	October 2024	

APPENDIX 1: Careers Year Plan 2023-2024

Year Group	Career Focus	Term
Y6	Introduction to the Highsted Character Virtues Future aspirations acknowledged	Term 6
Y7	Development of the Character Virtues 6 th Form role models discuss their Careers Journey Introduction to the character passports Inspirational figures in various career pathways Introduction to Unifrog Super-Curriculum	Term 1 Term 1 Term 1 Term 2,5 Term 5/6 Term 1- 6
Y8	National Careers Service Skill Audit and exploration of careers Information on STEM careers – NHS Diversity in the workplace Exploration of Unifrog Super-Curriculum	Term 2 Term 4 Term 4 Term 5 Term1-6
Y9	Development of Unifrog Information on Options Options Information Evening Life skills Barclays Careers Fair Class sessions about Careers National Careers Service Skills Audit and Exploration of careers Year 9 talk on choosing GCSEs by CXK Super-Curriculum	Term 3 Term 3 Term 3 Term 3 Virtual Term 3 Term 3 Term 3 Term 1-6
Y10	VESPA Group meetings about careers – (Careers Lead) Routes to careers (A levels, T-levels, apprenticeships, traineeships, colleges, sixth form) Unifrog Sessions Life skills CV's and Employment skills, work readiness. Super-Curriculum	Term 1 Term 5 Term 6 Term 6 Term 6 Term 1-6
Y11	Immersion Talks Interviews Post 16 preparations VESPA Careers interviews with CXK commence Parents Evening Community Support Action National Citizen Service (NCS) Post16 programme Unifrog Post 16 Applications (including Kent Choices) Super-Curriculum Confirmation of post 16 education destination	Term 1 Term 1+2 Term 1 Term 1 Term 2 Term 3/4 Term 2 Term 1 Term 3 Term 1-6 Summer



Year Group	Career Focus	Term
Y12	<p>Societies VESPA Parents Evening appointments Current Affairs presentations and debates Higher Education Fairs Education link to specific work prospects Work experience preparation Super curriculum Kent University outreach officer Visit Plymouth University talk on Apprenticeship Different route into careers – apprenticeships UCAS launch CV's – summer jobs Sutton Trust Summer residentials St Hugh Oxford/Cambridge Outreach Sessions Police Recruitment Apprenticeships/ Army Careers Careers interviews with CXK commence</p>	<p>Term 1 onwards</p> <p>Term 2 to 4 Term 3 Term 3 Term 3 Term5 Term 5/6 Term 6 Term6</p>
Y13	<p>Post 18 support – Super Curriculum Online profiles Careers interviews with CXK continue St Hugh Oxford/Cambridge Outreach Sessions Current Affairs presentations and debates Post 18 interactive workshops – CXK Post 18 talk on options and drop in guidance – CXK Kent University outreach officer Visit Interview techniques and practice (Oxbridge and Medicine) CV development post KS6 Professional working relationships Work place rights Super-Curriculum Confirmation of post 18 education destinations for all students</p>	<p>Term 1 Term 1 Term 1-4 Term 1-4 Term 1-6 Term 1-6 Term 1-6 Term 1-6 Term 2-4 Term 2 Term 2 Term 2 Term 2 Term 1-6 Summer</p>
Additional Sixth Form	<p>Community Action support - NCS Societies Mentoring programme 12/13 Lower School Student Leadership Council Highsted Awards</p>	<p>Term 1</p> <p>Term 1 Term 1 onwards</p>
Additional Whole school	<p>Student Leadership council</p>	<p>Term 1 onwards</p>