



Queen Elizabeth Grammar School

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VALIDITY – Policies should be accessed via the Foundation intranet to ensure the current version is used.

CHANGE RECORD (Annually)

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V1.03	February 2023	Mr Pesterfield, Head of Careers
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QEGS Careers, Education, Information and Guidance Policy

1. Department Aims and Philosophy

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make informed choices at various stages in their time at school that are right for them and that enable them to manage their careers throughout their lives.

The department aims to deliver advice in an impartial way that encourages students to fulfil their potential. A successful outcome is regarded as students having an understanding of themselves, their strengths, weaknesses and interests and how these relate to the range of opportunities available in education, employment and training.

The Careers Department at QEGS is committed to providing a planned programme of careers education for all students in Years 8-13 and Information, Advice and Guidance (IAG) as appropriate. This provision is arranged with due regard to the DfES Statutory guidance on 'Careers guidance and inspiration in schools' (updated July 2021).

Provision is developed and reviewed regularly through discussions with senior managers, teaching staff, students & parents.

2. Objectives

The department aims to ensure that delivery of Careers Education, Information and Guidance (CEIAG) reflects the Eight Gatsby Benchmarks for excellence in careers' education

- To plan and provide a stable careers' programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at Year 11 and 12
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

3. Outcomes

Students at QEGS are entitled to CEIAG which is personalised and impartial. CEIAG activities will be embedded in the curriculum and based on a partnership with students and their parents and carers. The programme will raise awareness of the various opportunities available, address the changing nature of qualifications and the world of work. It will seek to raise aspirations, challenge stereotypes and promote equality and diversity.

- All students in the school will take part in careers' education programmes that help them to understand their education, training, employment and other progression opportunities;

- Develop the skills they need to plan and manage their own personal development and career progression;
- Understand the requirements and possibilities within further and higher education and gain knowledge of apprenticeships and vocational pathways;
- Access relevant information and learning from taster activities and experience of work;
- Make and maintain individual progression plans to help them improve their prospects of success. Have opportunities for a personalised careers guidance interview with a professionally accredited careers adviser;
- Engage with people, ideas, challenges and applications from the business world;
- Have opportunities to learn about STEM related careers

4. How the Learning Outcomes will be achieved

Students will have access to a comprehensive and impartial careers programme and work related activities. This will include delivery of CEIAG topics via:

- Tutor and mentoring activities
- Careers interviews
- Careers presentations and events
- Career activities with employers and universities
- Guest speakers
- Mock interviews
- Attendance at Careers Fairs
- University visits
- Apprenticeship talks
- STEM (science, technology, engineering and maths) activities across the curriculum
- Careers activities within curriculum areas

Work experience will be actively encouraged for every year 11 and 12 students in the summer each year. It will aim to provide students with a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career-plan effectively.

5. Provision of information

All students will have access to, and support with using careers information that is:

- Easy to find and available at convenient times
- Comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help
- Unbiased and up-to-date

6. Information will be provided via

- Careers office & Learning Hub
- ICT (such as FireFly and Google Classroom)
- Assemblies
- Interviews
- Links with alumni and local organisations

7. Departmental policies

i) SEN

The careers department works closely with the LS department to ensure that boys have access to the appropriate support for their aspirations.

This support extends throughout KS4 & 5 and focuses on preparing boys for the next stage of their careers. In particular boys are supported in researching potential futures and then in the application process.

ii) Gifted and Talented (G&T)

Specialist provision exists, as part of the UCAS Application procedures and support arrangements in Years 12 & 13, for students applying for courses:

- at Oxford or Cambridge in Medicine
- in Dentistry
- in Veterinary Medicine / Sciences
- other competitive courses (e.g. Architecture, Law, Physiotherapy)

In conjunction with the Careers Dept and the Director of G&T, a lead teacher is appointed who guides the student in terms of extra reading, preparation for Admissions Tests, preparation for Interviews and submission of Written Work as required.

8. Trips / talks for G & T students

Year 11 - The department, in conjunction with the G&T co-ordinator, arranges trips to link colleges at Oxford and Canbridge.

Year 12- Oxford & Cambridge University regional admissions conference. Residential trip to Oxford and Cambridge open days where possible. Dedicated programme of support and practical guidance for all early applicants.

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special needs.