



# Queen Elizabeth Grammar School

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## **QEGS Careers, Education, Information and Guidance Policy**

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# QEGS Careers, Education, Information and Guidance Policy

## 1. Introduction and Policy Statement

- 1.1 QEGS is committed to providing an outstanding and extensive Careers Education, Information and Guidance programme for all pupils.
- 1.2 The policy is reviewed and developed annually through discussions with pupils, teachers, careers advisors, parents and alumni. It is guided by the 'Gatsby' benchmarks to ensure best practice and to conform to statutory requirements.
- 1.3 This policy supplements and should be read alongside:
  - [QEGS Curriculum Policy](#)
  - [QEGS PSHE and SMSC Policy](#)
  - QEGS Mental Health Policy - **internal policy**
  - [WGSF Equal opportunities \(Pupils\) Policy](#)
  - WGSF Visiting Speaker Policy - **internal policy**

## 2. Context

- 2.1 From September 2013, the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial careers information, advice and guidance.
- 2.2 Careers guidance under this duty will:
  - be presented in an impartial manner,
  - include information on the full range of post-16 education or training options,
  - promote the best interests of the pupils to whom it is given.
- 2.3 In October 2018, the DfE updated its statutory careers guidance in line with the Government's Careers strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out in statutory guidance.

The careers strategy can be read online at:

[Careers strategy: making the most of everyone's skills and talents](#)

The statutory guidance for state schools, updated January 2023, is available at:

[Careers guidance and access for education and training providers - GOV.UK](#)

- 2.4 In July 2021, the DfE further updated its statutory careers guidance to make it clear that schools and colleges should not promote Higher Education as a better or more favourable route than FE and apprenticeships; and should inform pupils when evidence suggests that courses they are considering lead to poor career outcomes.
- 2.5 The Skills for Jobs white paper - The DfE also explain the importance of the skills and technical education reforms set out in the department's white paper, 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' and how schools and colleges should highlight the opportunities these reforms will create for pupils.

The DfE's white paper; 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' is available here: [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#)

QEGS recognises that university is not the only choice for pupils and that apprenticeships can offer better outcomes. The school understands the importance of continuing to improve careers guidance so that pupils can make an informed choice between technical and academic options.

- 2.6** The 'Gatsby' Benchmarks – QEGS uses the Gatsby Benchmarks to guide the Careers Provision because they are judged to be a best practice system for career guidance. From July 2021, the Government regards "Careers guidance" as the full range of activity delivered under the eight Gatsby Benchmarks.

<https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

- 2.7** Baker clause – State schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships from 2nd January 2018. The DfE has issued two guidance documents: *Technical education and apprenticeships: raising awareness in schools* and *Example policy statement on provider access*, which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

State schools and academies must act impartially and not show any bias towards any route, be that technical or academic, and must promote the full range of technical options.

QEGS Provider Access Policy is available in Appendix 1.

- 2.8** Independent Schools Standards -

ISI requires that independent schools should provide pupils with access to accurate, up-to-date careers guidance that:-

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options;
- (iii) helps to encourage them to fulfil their potential;
- (iv) is not stereotyped; and
- (v) is effective in preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- 2.9** With the government's reforms to technical education and skills and the impact that a pandemic may have on the labour market, QEGS recognises there will be an increasing need to work in partnership with employers and other education and training providers to support pupils to prepare for the workplace and to make informed choices about the next step in their education or training.

### **3. Department Aims and Objectives**

- 3.1** 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.
- 3.2** 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.

**3.3** The Careers Department at QEGS is committed to providing a planned programme of careers education for all students in Years 7-13 and Information, Advice and Guidance (IAG) as appropriate.

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

**3.5** Objectives of the Schools' careers provision. 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 provide an outstanding careers programme for every pupil
- To enable all pupils to learn from careers and labour market leaders
- To ensure the programme is addressing the need of each pupil
- To link curriculum learning to careers
- To provide opportunities for encounters with employers and employees
- To provide opportunities for experiences of work places
- To provide opportunities for encounters with further and higher education
- To ensure every pupil has personal guidance on careers

**3.6** The provision is structured around the school objectives of 'Care, Contribute & Aspire'.

#### **4. Outcomes**

**4.1** Pupils 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.

**4.1.1** All pupils 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.

## **5. How the Learning Outcomes will be achieved**

**5.1** Pupils 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 (alumni and employers)
- 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
- Super-curricular competitions and events (e.g. tenX, LEAP)
- Global entrepreneurship week activities
- National careers week activities
- National apprenticeship week activities
- The use of Unifrog; the careers and destination platform

**5.2** Work experience will be actively encouraged for every year 10 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.

### **5.3 Provision by year group**

#### Year 7

- Year group careers week (including registration and subject lesson activities)
- LBG Crimefighters lab timetable drop down activity
- Alumni panel discussions
- House enterprise competition (with Y5 & 6)

#### Year 8

- Year group careers week (including registration and subject lesson activities)
- Alumni panel discussions
- National Careers challenge day (and finals participation)

#### Year 9

- Year group careers week (including registration and subject lesson activities)
- Alumni panel discussions
- House TenX challenge month
- Year group visit to a university
- Year group visit to a workplace

#### Year 10

- Registration and subject lesson activities - your future in 15 minutes
- Alumni panel discussions

- Year 10 enterprise project
- Work experience week

#### Year 11

- Registration and subject lesson activities - your future in 15 minutes
- Alumni panel discussions
- Careers advice interviews
- Subject societies

#### Year 12

- Lower VI careers program
- Subject societies (including opportunities for leadership)
- Alumni talks and mentoring
- Year group visit to a UCAS discovery day
- Year group visit to a university open day
- Skills seminars

#### Year 13

- Upper VI careers program
- Subject societies (including opportunities for leadership)
- Alumni talks and mentoring
- Support with university, apprenticeship and employment applications

## 6. Provision of information

### 6.1 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

### 6.2 Information will be provided via

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

## 7. Departmental policies

### 7.1 SEN

The careers department works closely with the Learning Support department to ensure that pupils have access to the appropriate support for their aspirations.

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

## **7.2 Academically Able**

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

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

### **7.2.2 Trips / talks for Academically Able Pupils**

Year 11 - The department, in conjunction with the Academically Able co-ordinator, arranges trips to link colleges at Oxford and Cambridge.

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, academically able, and special needs.

## **7.3 Equal Opportunities**

QEGS is committed to ensuring that the careers provision is relevant to our pupils, and that the advice and guidance is appropriate, impartial, unbiased and independent of ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs.

## **8. Monitoring the Success of the Careers Provision**

- 8.1** Pupils are offered the opportunity to give formal feedback on all Careers seminars through anonymous surveying. This data is reviewed annually by the Head of Careers.
- 8.2** Qualitative feedback will also be sought using established pupil voice mechanisms (e.g. the Pupil Voice) and consultation with members of staff (e.g. form and subject tutors).
- 8.3** The careers programme is audited against the Gatsby Benchmarks annually.



## **Appendix 1: 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.

### **Management of provider access requests**

**Procedure:** A provider wishing to request access should contact Mr Andrew Pesterfield, Head of Careers, [apesterfield@wgsf.net](mailto:apesterfield@wgsf.net)

**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 or their parents or carers.

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the main school. Items will be reviewed by the Head of Careers and made available to all pupils at if appropriate.