



## Queen Elizabeth Grammar School

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<b>Author/Lead Job Title</b>	Mrs A M Eggleston / Mr M Fitzsimons Director of Studies
<b>Consultation</b>	Mr Pesterfield, Head of Careers
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## **QEGS - Careers, Education, Information, Advice and Guidance Policy**

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

### 1. Introduction and Policy Statement

- 1.1 QEGS is committed to providing an outstanding and extensive Careers Education, Information, Advice 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 addresses the Careers, Education, Information, Advice & Guidance element of Futures Thinking provision at QEGS
- 1.4 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. Department Vision & Values

- 2.1 This policy is underpinned by the long term vision and core values of the school 'Care, Contribute & Aspire'.
- 2.2 The Careers Department at QEGS is committed to providing a planned programme of careers education for all students and Information, Advice and Guidance as appropriate.
- 2.3 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.
- 2.3 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.
- 2.4 Provision is developed and reviewed regularly through discussions with senior managers, teaching staff, students and parents. Pre and post provision feedback is sought from stakeholders by means such as surveys, questionnaires and pupil voice sessions
- 2.5 Objectives of the Schools' careers provision. The department aims to ensure that delivery of Careers Education, Information, Advice and Guidance reflects the Eight Gatsby Benchmarks for excellence in careers' education.

- A stable careers programme
- 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. Context - Statutory requirements & expectations

- 3.1** QEGS is committed to fulfilling its statutory duties in relation to Careers, Education, Information, Advice & Guidance
- 3.2** The wider context of legislation within which the department operates and how we address those can be found in appendix A

### 4. Roles & responsibility

- 4.1 Governance** - The foundation has a nominated Careers Link Governor who supports the schools provision of Careers, Education, Information, Advice & Guidance and report to the wider governing body via the QEGS GEC.
- 4.2 SLT** - Line management of careers is undertaken by the Assistant Head (Curriculum) Mrs A Eggleston
- 4.3 Careers Leader** - The school has a named Head of Careers, Mr Andrew Pesterfield. The Head of Careers is a trained and qualified teacher with 15 years of experience in careers education and guidance. The careers lead assumes strategic responsibility for the careers programme also assumes responsibility for operational matters ranging from lectures and careers workshops to managing and facilitating work experience/placements as well as the organisation and coordination the biennial Foundation Careers Convention at QEGS. (This alternates every 2 years with WGHS).
- 4.4 Other stakeholders in school -**  
**The Head of 6th form** assumes responsibility for the UCAS process. However, alternative “routes”, most notably apprenticeships, are also increasingly highlighted to reflect a rapidly evolving labour market.  
**The Alumni and Development office** work closely with the careers lead to facilitate the work of alumni in support of careers provision in activities such as mentoring, lectures and workshops.  
**Subject leaders** are responsible for ensuring that they promote careers as part of their curriculum in accordance with Gatsby Benchmark 4

#### 4.5 Parents and carers

We recognise that parents and carers have a crucial role in the development of their child's career. The foundation looks to support them in developing their confidence and capability to support their child's planning and decision making.

This is achieved through providing general information and guidance on the **world of work**, up to date **LMI** as well as specific advice and guidance on **pathways** and **choices** at key decision points in their child's educational journey

#### 4.6 External partners

QEGS is committed to collaborative working with external partners such as alumni, employers,

HE, local learning providers, apprenticeship providers. Engagement with partners will be driven by identifying trends in the interests of our learners as well as LMI data.

## **5. Funding and resourcing**

**5.1** Funding for careers will be allocated in the school budget in accordance with the needs identified by the careers lead

**5.1.1** The budget is sufficient to allow the department to achieve its statutory requirements

**5.2** The Careers department is based in a purpose built facility that provided a space in which students can engage with careers exploration

## **6. Information, Advice & Guidance**

**6.1** Pupils at QEGS are entitled to Careers, Education, Information, Advice & Guidance which is personalised and impartial. Careers, Education, Information, Advice & Guidance 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.

**6.1.1** 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;
- Have opportunities for a personalised careers guidance interview with appropriately experienced advisers;
- Engage with people, ideas, challenges and applications from the business world;
- Have opportunities to learn about STEM related careers.

**6.2** Pupils will have access to a comprehensive and impartial careers programme and work related activities. This will include delivery of Careers, Education, Information, Advice & Guidance 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

**6.3** 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.

#### **6.4 Provision by year group**

##### Junior Section

The use of assemblies, visiting alumni and current parents will showcase different career paths. Specific topics as part of the QUEST curriculum highlight key individuals, the careers they have chosen and their impact in society. The annual Money Week has a focus on enterprise, business and the world of work, including the development of financial literacy and the money-management skills needed in future life. PSHE topics focus on different careers and their value for society.

##### Year 7

- Year group careers week (including registration and subject lesson activities)
- House enterprise competition (with Y5 & 6)

##### Year 8

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

##### Year 9

- Year group careers week (including registration and subject lesson activities)
- Work in curriculum departments to support students in selecting GCSE options
- A GCSE taster day to expose students to the realities of GCSE study

##### Year 10

- Registration activities
- The Year 10 enterprise project delivered via PSHE sessions
- Webinars and in school careers events seek to aid students at the start of their GCSE courses. For example, Pathways talks, the Alternative Routes webinar.
- A variety of outside speakers/visiting professionals undertake ad hoc careers talks.
- Work experience will take place in June each year for a full week. Students can opt for one placement or a range of placements.

##### Year 11

- Access to a variety of outside speakers/visiting professionals undertake ad hoc careers talks.
- Access to the pathways talks exploring links between curriculum subject and career choices
- Careers advice & guidance interviews as appropriate
- Subject societies such as MedSoc
- Sixth Form Information Evening takes place each November for students and their parents.
- All Year 11 students are interviewed by a member of the SLT, and other key

stakeholders after their mock examinations as they contemplate their post 16 study options.

- Joint evening presentation to parents and pupils considering Oxbridge entry at QEGS.

#### Year 12

- Year 12 careers program. A strong emphasis is placed on the UCAS process with specialist help available from the Head of Sixth Form. Guidance is provided by the head of careers and form tutors
- Subject societies (including opportunities for leadership)
- Alumni talks and mentoring from professionals in relevant fields
- Year group visit to a UCAS discovery day and a university open day
- Work experience will take place in June each year for a full week. Students can opt for one placement or a range of placements.
- Guidance on specialist admissions programmes such as UCAT & LNAT
- Guidance on choosing appropriate pathways in their post 18 education and training

#### Year 13

- Year 13 careers program
- Subject societies (including opportunities for leadership)
- Alumni talks and mentoring
- Continued support with university, apprenticeship and employment applications
- Guidance interviews conducted by the Head of 6th form and SLT prior to applications
- Individual guidance as appropriate from the Head of Careers

### 6.5 Supplementary provision of information

- A resourced careers hub
- ICT (such as Unifrog, FireFly and Google Classroom)
- Sectional and whole school assemblies
- Interview preparation activities
- Links with alumni and others who participate in careers talks and workshops
- Events during National Careers Week and National Apprenticeship Week are 'showcased' and promoted in school.
- Live events and webinars are held during the year with the purpose of educating and informing parents so that they can better advise and guide their son(s). These include topics such as
  - Applying to university
  - Alternatives to university
  - Applying to Oxford & Cambridge

## 7. Departmental policies

All policies support and are 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.

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

## **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, reviewing, evaluating & reporting**

- 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 head of careers reports regularly throughout the year to SLT and the governing body and produces an annual report summarising the work of the department
- 8.4** The careers programme is audited against the Gatsby Benchmarks annually.



## Appendix A: Context within which the department operates

- A.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.
- A2** 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.
- A.3** 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.
- A.4** With the government's reforms to technical education and skills and the impact that the pandemic had 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.
- A.5** 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](#)

- A.6** 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.
- A.7** 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.

- A.8** 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.

- A.9** 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 B.

**A.10** 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.

## **Appendix B - 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.