

# Langley Grammar School

## Careers Education, Information, Advice & Guidance

### Statement of Policy and Practice

December 2019



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## 1. Introduction

Careers education, information, advice and guidance (CEIAG) make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life by:

- helping them make a successful transition to adulthood through the development of skills, attitudes and abilities that will enable them to be effective in a wide range of adult roles in the 21<sup>st</sup> century
- raising aspirations and supporting them to achieve their full potential
- empowering them to plan and manage their own futures
- encouraging lifelong learning
- challenging stereotypes and promoting equality, diversity and social mobility, and
- enabling them to sustain employability and achieve personal and economic wellbeing throughout their lives.

## 2. Policy context

This policy reflects Department for Education statutory guidance as set out in Careers guidance and access for education and training providers (Oct 2018), together with other specialist advice.

This guidance includes the Gatsby benchmarks which are set out in Appendix 1.

## 3. Principles

The purpose of careers education and guidance at Langley Grammar School is to offer opportunities for:

- **self development** – to help students understand and assess themselves, develop their capabilities in managing transitions, set targets and recognise the influences on them;
- **career exploration** – by investigating opportunities in learning and work through activities and information sources linked to work related learning (WRL), work shadowing and enterprise education (EE);
- **career management** – where students apply the knowledge and skills they have developed to make choices and adjust plans to successfully manage change and transition.

These aspects complement each other by focussing on:

- **learning through work** by providing opportunities for young people to learn from direct experiences of work,
- **learning about work** by providing opportunities to develop knowledge and understanding of work and enterprise, and
- **learning for work** by developing skills for enterprise and employability.

Governors and staff at Langley Grammar School are committed to:

- providing students with a planned programme of careers education and information, advice and guidance throughout their school career, with opportunities at key transition points to access impartial, up-to-date information and expert advice and guidance from both external and in-house professional qualified careers advisors;
- maximising the benefits for students by involving alumni, other local secondary schools, employers, HE institutions and chosen professional agencies in the delivery of our programme;
- encouraging parental/carer involvement at all stages through Parent Teacher Consultations, presentations at key transition points, access to appropriate online resources and careers newsletters available on the school's website;

#### **4. Students' entitlement**

The careers education programme is designed to meet the needs of all students at Langley Grammar School. It is differentiated and personalised to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development.

All Langley Grammar School students are entitled to:

- be educated in an environment which values and enhances their knowledge and understanding of the world of work, the economy and the community;
- a careers education programme that promotes equality and self-esteem and that provides them with the employability skills, attitudes and abilities to enable them to make informed career choices;
- have comprehensive, timely and up-to-date information from trained staff and external agencies and providers about GCSE choices, post-16 and post-18 options (including alternatives to university), enterprise, careers, training and employment opportunities;
- have easy access to advice and guidance which is impartial, broadens their horizons and helps them work towards their career aspirations;
- work in partnership with their parents/carers, our chosen professionals and other community partners.

#### **5. Implementation**

##### **a) Leadership and management**

The Careers Leader manages the day-to-day delivery of careers and higher education information, advice and guidance, in discussion and collaboration with other staff including:

- Subject leaders
- Phase Leaders
- Director of Sixth Form and other members of the Senior Leadership Team
- Named governor with responsibility for careers education.

##### **b) Staffing and resources**

The careers education programme is planned, monitored and evaluated by the Careers Leader in consultation with the staff specified above; in practice all staff contribute to delivery of the programme at various times through their roles as form tutors or as subject teachers linking curriculum learning to careers. Specialist careers education sessions (including how to access and interpret Labour Market Information) are delivered by Personal and Citizenship Education (PCS) staff and the school's attached Careers and HE Adviser.

Staff training needs are identified in general with the school's Training Manager and for individuals through the professional review process. The school endeavours to meet training needs within a reasonable period of time. Staff are kept updated about developments related to careers activities at briefing meetings, training sessions and via staff bulletins.

Funding is allocated in the annual budget and its level is related to whole school priorities and particular needs in the development of the careers education programme. The Careers Leader is responsible for the effective deployment of resources.

Printed careers information, university prospectuses and display boards in the school library and Sixth Form Centre are maintained by the Careers Leader. Online resources are purchased, commissioned and maintained by the Careers Leader with support from staff in the IT department.

### **c) Curriculum**

The careers education programme for each year group is constructed around a range of activities, experiences and resources including:

- taught careers education lessons
- assemblies
- tutor group guided activities
- in-house careers awareness events (e.g. Year 12's 'Towards the Future' conference)
- external events (e.g. Year 9's Slough Careers Fair)
- presentations from external speakers
- online workshops, webinars and virtual mentoring/work experience
- CV workshops and mock selection interviews
- enterprise days
- visits to higher education institutions
- visits to local businesses
- access to online resources and printed information in the careers library
- profiling and assessment tools eg Morisby testing
- participation in Parent Teacher Consultations and other parents' information evenings
- one-to-one guidance interviews.

Further details of the careers education programme are provided on the school website.

### **d) Partnerships**

The school works with a range of partners to deliver the careers education programme programme, including:

- an attached specialised post-18 careers and higher education adviser provided through an annual contract a specialist careers advisory service;
- external careers advisors from Adviza who deliver careers and post-16 options guidance interviews to Year 11 students with a personalised action plan;
- the local education-business partnership 'Learning to Work';
- other external providers of economic enterprise products and activities;
- local employers including STEM ambassadors and Apprenticeship providers);
- higher education institutions;
- local network for careers leaders in other Berkshire schools.

### **e) Provider access**

As part of the careers education programme students have an entitlement to find out how to apply for the full range of academic courses available to them, and about technical education qualifications and apprenticeship opportunities. They are entitled to hear from a range of local providers about the opportunities they offer including technical education and apprenticeships.

The school has a separate policy for responding to requests for access by providers in order to comply with its legal duty.

## **6. Monitoring and evaluation**

Annual partnership or service level agreements with external agencies and providers are negotiated to include careers software licence arrangements and the contributions of both sides to meeting an agreed number of delivery days. Reviews take place regularly with a formal review annually when possible areas for improvement may be identified prior to contract renewal.

The Governing Board oversees arrangements for careers education through the Student, Staff & Community Committee and a specific named governor.

## **7. Review and approval**

**Approved by the Headteacher:**

**December 2019**

**Date of Review:**

**December 2021**

## Appendix 1 – the Gatsby Benchmarks

<p><b>1. A stable careers programme</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers.</p>	<ul style="list-style-type: none"> <li>• STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</li> <li>• 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.</li> </ul>

<b>5. Encounters with employers and employees</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• *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.</li> </ul>
<b>6. Experiences of workplaces</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8. Personal guidance</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>