

KING EDWARD VI HIGH SCHOOL

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

**Encouraging and supporting all our learners to
"Be the best that they can be"**



Approved Date

Head teacher **October 2018**

Mr J Christey

Governor

Mrs M Witts

Review Date **Every 3 years or as legislation changes**

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of the Tutorial programme, which is delivered by tutor staff with support where appropriate from the PHSEE lead, the Deputy Headteacher and an Independent Careers Advisor (Entrust) who is an impartial qualified deliverer of guidance.

Careers education helps prepare students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, higher education institutions and our local community and supporting students in the life-time experience of learning.

King Edward VI High School has a strong and effective pastoral and tutorial system which provides the means to ensure students receive support and guidance at transition points. Referral systems (including diagnosis of needs) ensure that students requiring more specialist guidance can receive it from appropriate agencies.

From 2012, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 9-11. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships
- promote the best interests of the pupils to whom it is given.

From September 2018 all secondary schools must publish an outline of Careers programme and show how they are going to meet the Gatsby bench marks by 2020.

The Gatsby bench marks are shown below. King Edward VI High School will meet or plan to meet these statutory requirements and this is shown in blue.

1. **A stable careers programme**

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. **(This is fully in place and documented with the tutor Scheme of Work.)**

2. **Learning from career and labour market information**

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. **(This is fully in place and there are events run in each year group within the tutor and assembly programme, and the inclusion of outside organisations.)**

3. **Addressing the needs of each student**

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. **(All students and their parents are offered several 1-1 opportunities for careers guidance, all students can receive impartial advice from Y9-13)**

4. **Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths **(Schemes of work are being developed with the STEM subject areas to include future careers and pathway choices linked to their subject area.)**

5. **Encounters with employers and employees**

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. **(Every student has at least two enrichment activities a year relating to CEIAG.)**

6. **Experiences of workplaces**

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. **(All year 10 and 12 students have the opportunity for a work experience placement.)**

7. **Encounters with further and higher education**

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. **(All students have a UNIFROG account which covers all these aspects, and this is built into the tutor programme throughout the year.)**

8. **Personal guidance**

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. **(All students have the opportunity for several 1-1 guidance sessions, and can access impartial advice.)**

All students at King Edward VI High School take part in a careers education, information, advice and guidance (CEIAG) programme that:

- Aims to inspire as well as inform and guide students
- Is centred around the student and their needs
- Is integrated into the students' experience of the whole curriculum
- Encourages all students to consider their career throughout Key Stage 3, 4 and 5
- Encourages all students to develop decision making skills
- Provides each student with high quality, impartial advice
- Raises aspirations and promotes equality and diversity

Careers programme outline

- Tutorial Programme aims to help students to understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (career management)
- All students take part in careers assembly lead by Entrust and local businesses at least once a year.
- All students start their careers pathway on the UNIFROG careers programme and have a series of structured lessons enabling them to build up an electronic portfolio of that help them with their career choices.
- All students in year 9 complete a business and enterprise day and then represent the school in the national finals.

- In December of each year all year 9-13 students are invited to the annual "Your Futures" evening where a large number of further, and higher educational establishments are available to meet with, along with careers providers from the world of work, apprenticeships, the civil service, and the forces.
- In year 8 students partake in a tutor programme where they select 2 GCSEs within their pathways process to start in year 9.
- In year 9 students partake in a tutor programme where they select a further 2 or more GCSE to study in year 10 and 11.
- All students have access to impartial careers advice and guidance and 1:1 careers coaching to support them for their GCSE and further studies preferences.
- All year 10 students have the opportunity to partake in work experience.
- University visits are offered during Key stage 3 4 and 5 where students can gain a better understanding of what university study might be like.
- In years 10-12 as part of the CEIAG programme all students contribute further to their UNIFROG e-portfolio by completing a series of online activities including producing a CV.
- All year 12 students undertake work experience activities.
- All students have many opportunities to partake in school trips which often focus around future aspirations and career choices.

There are many other activities during the school year that students take part in which help to contribute to the students appropriate CEIAG needs.

The CEIAG provision is reviewed on an annual basis.

