



**CAISTOR GRAMMAR SCHOOL
CAREERS EDUCATION &
GUIDANCE POLICY
INCLUDING PROVIDER ACCESS
POLICY**

Approved by Full Governing Body on January 2018.....

Reviewed September 2018.....

A handwritten signature in black ink, appearing to read 'A. B. King', is written over a dotted line.

Signed.....

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Chair of Governors

1	An introduction that gives details of documents that have informed the policy	Yes
2	A description of the organisation that summarises and highlights the main issues for the organisation from a CEG perspective	Yes
3	The aims of the policy as well as the learning providers' core values and ethos	Yes
4	Details of the CEG curriculum including information relating to : <ul style="list-style-type: none"> • provision • methodology • assessment, recording and reporting • monitoring, reviewing and evaluating • resources • staff development 	Yes
5	A description of the systems in place to ensure that learners have access to appropriate advice and guidance	Yes
6	A description of the role of the CEG co-ordinator	Yes
7	Details of a system that is clear to both learners and staff about how sensitive and controversial issues are handled	Yes
8	The role and contribution of partners to support the CEG curriculum	Yes
9	Any action plans or targets relating to quality standards that you are working towards	yes
10	A list of other related policies	Yes
11	Details of the process for consultation, dissemination and review of the policy	Yes

Caistor Grammar School aims to help all students fulfil their potential and experience success through an educational environment which responds to individual need and stimulates and challenges each and every student.

Careers education and guidance is an important aspect of this, in preparing students for the opportunities and challenges of adult and working life.

CEG aims to help students to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic and social well-being.

1 Introduction

This policy is informed by the following documents:

- DFE Careers Guidance and access for education and training providers 2018
- DFE Careers Strategy: Making The Most of Everyone's Skills and Talents, December 2017
- Personal, Social, Health and Economic Education 2013
- Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education 2017
- QCA Programme of study for Citizenship at Key Stages 3 and 4
- OFSTED Inspection Framework 2015

2. Description of the organisation

CGS is a selective school with approximately 665 pupils, of which about 190 are in the Sixth Form. The School has an entrance exam and takes some of the most able students from the immediate community and the wider area, with pupils in Year 7 coming from over 35 feeder primary schools. The proportion of students from minority ethnic groups, pupil premium students and students who have additional learning needs are all much lower than the national average. CGS has been an Academy since 2010, prior to this it was a Specialist Sports College from 2004 and, was named as a High Performing Specialist School in 2007. It undertook a second specialism in Humanities in April 2008 September and 2010, the School adopted a language specialism.

All pupils take GCSEs at KS4, and nearly all achieve at least 5 GCSEs at grades A* - C, with most achieving at least 8; most pupils go on to study at A level, a very high proportion of them staying at CGS. The School only offers A levels in the Sixth Form, and nearly all students progress to Higher Education.

3 Aims of our CEG Policy

Through careers education and guidance, students will:

- develop a positive self-image, in relation to future learning and work roles, and based on an accurate assessment of abilities and aptitudes;
- acquire a sound understanding of the range of opportunities available through learning and work, and of career progression structures; including apprenticeships and higher and further education.
- develop skills to form and implement effective decisions, to manage transitions, and to develop a reflective approach to learning from experience;
- develop enterprise and employability skills.

- have access to impartial careers advice.
- provide regular contact with a range of employers from Year 7 onwards

4 The CEG Curriculum

A Provision

The careers education and guidance entitlement at Caistor Grammar School consists of the following elements which together provide a coherent and progressive programme for all students at each stage of their career:

- careers education programme
- work experience and other work-related learning and enterprise activities
- tutorial time and assemblies
- careers information
- encounters with a range of employers
- pastoral care and impartial careers guidance
- wider curriculum activities
- action planning
- teaching of CEG through and in other subjects/curriculum areas
- hosting a biennial careers evening

Delivery of the CEG Programme:

Careers education

The statutory requirement to deliver careers education to all students in years 7 – 11 is met through careers education elements of the PSHEE and Citizenship tutorial programme. Students in all years receive a minimum of one 35-minute tutorial period each week throughout the year, delivered by form tutors. In addition, all Y9s have a fortnightly 70 minute PSHEE (Y9) lesson and as part of the tutorial programme there are a variety of external guest speakers. The School employs an impartial Careers Guidance Adviser who carries out group work with Y8, Y9 and Y10, plus individual interviews as needed with Y10's, Y11s, 12s and 13s. The School also runs a number of special off-timetable 'days' which often incorporate careers-related topics: e.g: Y7 Build a school day; Y8 The Real Game Day; Y9 STEM Day; Y12 Challenge of Industry Days etc. In Years 12 and 13, students receive careers education as part of the tutorial programme delivered by form tutors and through some General Studies lessons.

Work experience

5 days of work experience for all students in Year 10 takes place in July. Placements are self-canvassed by the students, assisted by Head of Careers and by parents, and are checked for health and safety by an independent company. All placement providers are contacted by a member of staff during the work experience week. Preparation for work experience, including health and safety briefing, takes place prior to work experience and there is a debriefing session for all students after work experience. In Years 12 and 13 students are able to carry out work experience on Wednesday afternoons. (See Appendix 1 – Work Experience Guidelines)

B Methodology

In accordance with the School's Teaching and Learning Policy, 'a variety of teaching and learning strategies is critical in promoting good learning'. The schemes of work and lesson plans for CEG reflect the various methodologies used, including group and paired work, problem-solving activities, information gathering and sharing, role-play, ICT packages, discussion and debate etc. (see also 'Teaching and Learning Styles' section of the school's PSHEE policy.)

C Assessment, Recording and Reporting

Some written pieces of work (eg CVs, letters of application) are assessed and appropriate feedback is given. Sometimes oral feedback is more appropriate.

There are many opportunities provided for self-assessment (eg at the end of work experience) and peer assessment (eg group interview sessions).

All students in Y7 – 11 complete 'record of achievement' sheets which are included in their annual reports. Students also complete Action Plans in their careers lessons in Y10.

D Monitoring, Reviewing and Evaluating

- The Partnership Agreement is reviewed annually by the Head of Careers and the Careers Advice provider.
- Students' performance on work experience is monitored and reported on by teaching staff, and placement providers on the work experience report form;
- Y10 Students give feedback during a work experience debrief when they return to school after their placement
- Destinations of students at the end of Y11, 12 and 13 are used to inform the development of the careers education and guidance entitlement;
- Systematic, planned evaluation of the programme takes place with students filling in evaluation sheets at the end of the term of careers education
- Self – Assessment is carried out according to The Gatsby Benchmarks and the Careers and Enterprise company Compass evaluation.

E Resources

There is an annual budget to support careers in the School. The Head of Careers is responsible for ordering resources, often acting on recommendations and requests from the librarian, guided by students' interests and subject teachers to purchase particular publications for the library linked to a specific subject area.

The Careers Library is part of the School library and is open to students during regular library opening hours. The resource centre is maintained by the school librarian, the Head of Careers, and Sixth Form prefects. The Head of Careers is on duty once a week in O1, to assist students in using the careers library and the ICT access which is available in the computer room (01) next to the Library for KUDOS, Careerscape, and the internet. Students receive lessons on the use of the Careers Library during the Y9 tutorial lessons. Specific Careers information and brochures are available from the Careers Office.

F Staff Development

Staff needs are identified formally at the beginning of each academic year, and less formally as needs arise. The Head of Careers or Heads of Sections can also identify needs of staff (eg form tutors) and recommend appropriate courses e.g. training for the Real Game Day for Y8 tutors.

5 Advice and Guidance

Impartial careers guidance is arranged and offered to students. From Y10 onwards, students can self-refer for a careers guidance interview with Amanda Watson who attends Parents' Evenings in Y9 and Y11. All students in the school can have careers advice from the Head of Careers.

Individual help is offered for all students at key decision-making points, in Years 9, 11, 12 and 13 by form tutors and subject teachers. The School's Careers adviser can also offer individual interviews to those in years 10, 11, 12 and 13 who are identified (through a Y11 questionnaire or self-referral) as needing additional help. The School also has a system of 'cause for concern' sheets, which any member of staff can complete and which may, if thought appropriate, lead to additional support. Each form tutor interviews a few students from their tutor group on a weekly basis, recording the issues raised and their recommendations on a Personal Tutor Interview Record Sheet, and these sometimes include a referral. Every Y11 student is given an individual interview with the Head Teacher during the second half of Y11, once options for the following year have been made. The School also offers individual support from a youth counsellor who is available in School for two and a half days each week; the School Nurse comes into the School a couple of times each half term for a 'drop in' session. Trained Sixth Form counsellors are available at lunchtimes on a daily basis and will refer cases if necessary. The School also has a very well-developed mentoring system in place and provision is made for the School's gifted and talented pupils (see G&T policy), through departmental enrichment activities.

6 Role of CEG Co-ordinator

The careers education and guidance programme is co-ordinated by the Head of Careers, who reports to the member of the SLT in charge of Pastoral matters. The Head of Careers is responsible for:

- leading CEG policy development;
- developing the careers education scheme of work, lesson plans and materials;
- monitoring, reviewing and evaluating the programme, including the use of outside organisations, and learners' responses to the programme;
- liaising with the PSHEE and Citizenship co-ordinator to plan and review the programme;
- managing the careers information part of the school careers library including purchasing and monitoring new resources;
- liaising with external agencies, liaising with personal advisers (and others) to organise guidance interviews with students;
- co-ordinating the Y10 work experience programme and liaising with our external Health and Safety consultant;
- attending relevant courses and network meetings;
- organising appropriate support and training for staff;

7 Handling sensitive and controversial issues

If sensitive and controversial issues arise, they should be handled in line with the School policy and relevant sections of the Education Act 2014 (DFE, Careers guidance and

inspiration in schools – Statutory guidance for governing bodies, school leaders and school staff, April 2014) which aims to ensure that children are not presented with only one side of a political or controversial issue by their teachers. Ground rules have been established in PSHEE lessons in Y9 and pupils are reminded of these as and when necessary. A member of staff remains in the room with visiting speakers. (See also the School’s Equal Opportunities Policy and ‘Guidelines for pupils in need of extra emotional support’ and ‘Child Protection’ – in the Staff Handbook.)

8 Partnership Working

A range of partners support the CEG curriculum. These include:

- Careers Adviser
- A representative from the School Counsellor
- Visiting speakers used as part of the Careers programme
- Numerous visitors representing external organisations.

9 Links with other policies

See also: Personal, Social Health and Economic Education policy; Citizenship Policy; Special Educational Needs Policy; Staff Development policy; Equality and Diversity policy; School Child Protection Policy; School Guidelines on Counselling; Teaching and Learning Policy; Whole School Curriculum Policy; Gifted and Talented Policy; Health and Safety Policy; Safeguarding Children in Education

10 Consultation, Dissemination and Review

This policy has been written after consultation with the School’s Head of Careers and Head of Pastoral Care and has been shared with the School’s external careers provider, members of the SLT, Governors (including parent governors). A copy is made available in the School’s Policy Handbook for all staff and feedback is welcomed. It is planned to review the policy every two years.

Date of policy: Jan 2018

Review date: Sept 2018

Appendix 1

WORK EXPERIENCE Procedures For Caistor Grammar School

Introduction

The definitions we use for work experience is defined as ‘a placement on an employer’s premises in which a student carries out a particular task or duty, more or less as would an employee, but with an emphasis on the learning aspects of the experience’ (previously from the DfEE 1999).

Work experience forms an important part of the CEG programme in Y10, currently taking place towards the end of the Summer Term for all Y10 students. Students spend 5 working days in their placement, returning to school before the end of term for a de-briefing session.

There are also opportunities for further work experience in Y12.

Aims and Objectives

The aims, objectives and learning outcomes for work experience are linked to the school’s overall curriculum plan for raising student achievement and school improvement.

Work experience aims to:

- develop students’ employability and key skills in a work setting;
- give students a better understanding of changes in the world of work and the implications these have for their own careers;
- develop increased maturity, with improvements in such areas as motivation, self-confidence and inter-personal skills;
- develop a practical understanding of a range of issues involving economic and business issues, citizenship, environmental, moral and social education.
- raise awareness of Equal Opportunities issues;
- to increase students’ awareness of their responsibilities within the workplace for Health and Safety;
- to provide students with the opportunity to work with adults other than teachers;
- to complement learning provided through the National Curriculum.

Implementation

- 1 Students are informed about the aims of work experience and are given information about the Work Experience programme, during an assembly and then parents are informed via a letter. Parents are requested to return a parental consent form which gives details of any health problems the student might have (information which is updated just before the student goes out on work experience).

- 2 Students self-canvas placements, with letters being sent via the school, each letter being accompanied by a letter from the school and stamped addressed envelope. Students are helped with the wording and layout of letters of application, with extra support given to those who need it.
- 3 Photocopies of response forms are given to students, who are responsible for making contact with the placement if requested to do so. Details of the placement are added to Tony Crowe data bases, who carry out a risk assessment and a Health and Safety check, such information being collated on a data-base for the school.
- 4 When the relevant information has been received from Tony Crowe, students are given letters to take to parents, outlining the risks appertaining to their particular placement. Students are also advised to contact the placement, by telephone or in person, approximately two weeks before the start of the placement.
- 5 Students are contacted on their Work Experience placements by members of staff, who are requested to fill in a form.
- 6 The de-briefing session following work experience week provides students with an opportunity to identify and evaluate what they have learned. Letters of thanks are written to the employers.

Preparation for Work Experience

Many of the lessons which form part of Y10's CEG programme help students to prepare for Work Experience. These include lessons on:

- writing a letter of application;
- completing application forms;
- completing a word-processed CV;
- interview technique;
- listening skills;
- equal opportunities issues;
- health and safety issues;
- key skills awareness;
- work experience record book;
- planning, travelling and other requirements.

The role of the Work Experience Co-ordinator

The work experience co-ordinator will:

- ensure that all employers have current Employers and Public Liability Insurance;
- ensure that each parent has a copy of the job description, prohibitions and risk assessment for their child's placement before going on work experience, in accordance with the Young Person's at Work Regulations 1997. This information is accessed through the Tony Crowe
- ensure that each placement is satisfactorily pre-vetted by Tony Crowe;
- act as the school's contact point between students and employers throughout work experience in case of difficulties, referring any serious problems to the relevant member of the school's SLT;

- report any accidents to parents, Headteacher and other relevant bodies;
- make contact with any student who is working with just one adult whilst on placement;
- ensure, as far as is reasonably practicable, that all students are given a proper induction on placement to include Health and Safety issues;
- ensure that the company and placement meet the requirements of the School's Equal Opportunities policy;
- ensure that work experience providers are aware that they are required to adhere to responsibilities within the regulations laid down in the Health and Safety at Work Act (1974), Sex Discrimination Act (1975, 1986, 2008), Race Relations Act (1976) and Disability Discrimination Act (1999);
- ensure that students are monitored during the placement by staff, who will be asked to complete a form and any concerns followed up by relevant parties;
- arrange evaluation of the work experience programme, through feedback from students, staff, employers and parents;
- evaluate the programme against its stated aims and objectives to ensure continuous improvement to achieve the quality required.

Assessment and evaluation

Feedback is requested from employers and parents, students fill in an evaluation sheet which is used by the head of Careers to improve the following year's programme.

CAREERS: PROVIDER ACCESS POLICY

This policy statement sets out Caistor Grammar School's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of the careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Kathryn Bradbury, Head of Careers on 01472 851250 or kathryn.bradbury@caistorgrammar.com

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 students and/or their parents/carers e.g. our annual Y12 Challenge of Industry two day event (annually held in July); our biennial Careers Fair (latest October 2017)

Colleges and FE providers are allowed to speak to students across all year groups at the School's career fair under the requirements of the Technical and Further Education Act 2017.

The School will make suitable rooms available for discussions between the provider and students, as appropriate to the activity; along with IT and resources as required. This will be discussed and agreed in advance of the event.

Provider are welcome to leave a copy of their prospectus or other relevant literature at the Careers Library, which is open to students at break and lunch times.

K Bradbury
Head of Careers

Approved by Full Governors' at their meeting on Monday 3 December 2018.