



CAISTOR GRAMMAR SCHOOL CAREERS EDUCATION AND GUIDANCE POLICY INCLUDING PROVIDER ACCESS POLICY

**Approved by Full Board of Trustees:
Last reviewed:**

**December 2022
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Signed:

Lucy Jackson
Chair of Trustees

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 (CEG) 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 Strategy: Making The Most of Everyone's Skills and Talents, December 2017
- DFE Careers Guidance and Inspiration in School 2017
- DFE Careers Guidance 2014
- 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
- DFE Careers Guidance and Access for education and training providers updated 2021

2. Description of the organisation

CGS is a selective school with approximately 680 students, 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 students 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.

All students take GCSEs at KS4, and nearly all achieve at least 5 GCSEs at grades 5-9 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 following the Gatsby Benchmarks, the need of each student will be addressed by them being able to:

- Develop a positive self-image, in relation to future learning and work roles, and based on an accurate assessment of abilities and aptitudes.
- Enjoy a stable careers programme
- Learn from Career and labour market information
- Link learning across the curriculum with careers
- 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.
- Have encounters with further and higher education providers, including UTCs

- 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 personal guidance through access to impartial careers advice.
- Be provided regular encounters with a range of employers and higher education providers from Year 7 onwards
- Have experience of workplaces

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 and higher education providers and colleges and UTCs
- 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 PSHE programme in Years 7 – 11. Students in all years are timetabled for 3 x 35-minute PSHE lessons each week, which are delivered by form tutors. All year groups have access to a variety of external guest speakers during assembly/ PSHE programme, throughout the year. The School employs an impartial Careers Guidance Adviser who carries out group work with Y7, Y8, Y9 and Y10, plus individual interviews with Y10's and Y11s as well as Y12s and Y13s, as needed. The School also runs a number of special off-timetable 'days' which often incorporate careers-related topics: e.g.: Y7 Careers Detective Day; Y8 Real Game Day and Y9 STEM workshops; 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.

Work experience

Up to 5 days of work experience for all students in Year 10 takes place in July. Placements are self-canvassed or selected from a list of trusted placements by the students, assisted by Head of Careers and by parents, and are checked for health and safety by an independent company. Extra support is available to LAC and Pupil Premium students to ensure that they have full accessibility to this opportunity. 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 or be part of volunteering projects 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, IT packages, discussion, and debate etc. (see also 'Teaching and Learning Styles' section of the school's PSHE policy.)

C) Assessment, Recording and Reporting

Some written pieces of work (e.g., 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 (e.g., at the end of work experience) and peer assessment (e.g., group interview sessions).

Starting in 2022 students will be provided with an interactive PowerPoint where all careers research and guidance is collated as evidence and to support them through their career's development at CGS.

All students in Y7 – 11 complete 'record of achievement' sheets which are included in their annual reports. Students also complete Action Plans in their career's 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 digitally.
- Parents are invited to give feedback after the Y10 work experience and in the annual parent questionnaire.
- Destinations of students at the end of Y11, 12 and 13 are used to inform the development of the career's education and guidance entitlement.
- Systematic, planned evaluation of the programme takes place following discussions with students and form tutors-
- Self – Assessment is carried out according to The Gatsby Benchmarks using online Gatsby tooling. This is completed annually.

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 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. IT access is available in the computer room next to the Library, and students are encouraged to access Careers websites on the internet. Students receive lessons on the use of the Careers Library during the Y7 tutorial lessons. Specific Careers information prospectuses 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 (e.g., 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 will all be given a careers guidance interview with the independent career's advisor. Priority will be given to LAC and Pupil Premium students. The careers advisor also 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 also offers interviews to those in Y12 and 13 who are identified (through questionnaire or self-referral) as needing additional help. The School also has a system of 'cause for concern' records, 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 Headteacher 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 weekly. 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).

6 Role of CEG Co-ordinator

The careers education and guidance programme are 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 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 PSHE 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 DWP
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, Trustees (including parent Trustees). A copy is made available in the School's Policy Handbook for all staff and feedback is welcomed.

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 during the last full week 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 and parents are given information about the Work Experience programme at the beginning of October at the Y10 Information evening and are assisted with the wording and layout of letters. Parents are informed further about the aims of work experience and details by letter and 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. Those students who require assistance are helped accordingly.
- 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 database 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 one week 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 CV.
- interview technique.
- listening skills.
- equal opportunities issues.
- health and safety issues.
- key skills awareness.
- planning travelling and other requirements.

The role of the Work Experience Co-Ordinator

The work experience coordinator 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 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 on 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 event (annually held in July); our biennial Careers Fair (latest October 2017), former students giving careers talks to students in assemblies each term.

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.

Providers 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.

P Donington, August 2022
Head of Careers