



Outstanding for All - Borlase and Beyond

## **Careers Education, Information, Advice & Guidance Policy**

Date Last Reviewed: July 2018

Next review: June 2020

Reviewed by: Deputy Headteacher

The Governors and Staff of Sir William Borlase's Grammar School are committed to the provision of a high quality Careers Information, Advice and Guidance for all our students which enables our students to transition into further or higher education, apprenticeships and accredited training in employment. Our vision is for all our students to flourish and discover their unique next steps in their career plan. We offer objective and impartial advice from a range of talks, visits, activities and individual interviews.

This policy has been written in accordance with the Department of Education Careers Guidance and Access for Education and Training Providers published in Jan 2018. This policy has been written in accordance with the Equality Act 2010 and the Special Educational Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

**Signed:**

**Chair of Governors**

This policy is communicated to:

- Governors
- Staff through the Staff Information Centre-> Policies
- Students via Tutors in tutor time, PSHE and Assemblies
- Parents/ Carers via the School Website

Sir William Borlase's Grammar School is committed to our statutory duty to provide CEIAG to students in years 8-13 and ensure that all students have access to impartial and inspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance and January 2018 Statutory guidance.

The Careers Enterprise Company was consulted to ensure the school's provision for CEIAG is meeting or exceeding national standards and recommendations. The policy was written in light of the new Statutory Guidance January 2018, and the 'Careers Strategy: making the most of everyone's skills and talents', December 2017.

### **Our Vision, Purpose and Values**

*"Inspiring All learners to achieve their academic and personal potential becoming lifelong confident contributors and leaders"*

Sir William Borlase's Grammar School aims to achieve excellence in all its fields of endeavour by creating an inspired, ambitious, confident and caring community of young people and adults.

The school aspires to deliver an exceptional quality of teaching and learning- it promotes high expectations for both staff and students and encourages maximum effort, intellectual curiosity and independence of mind. By fostering a distinctive Borlase spirit with a strong ethos of consideration, the whole school community works together to create accomplished and well-rounded young people.

Above all, the school actively supports and encourages each individual student to develop their talents and realise their fullest potential in both academic and non-academic fields. The school aims to provide the quality of education to enable students to achieve their preferred next steps in further, higher education or employment.

### **Careers Education, Information, Advice and Guidance (CEIAG)**

For the purpose of this policy the following definitions have been used:

**Information-** Information is data on opportunities conveyed through different media, both mediated and unmediated, including face-to-face contact (individual, group, class etc.), written/ printed matter, Software programmes such as Unifrog, websites, etc.

**Advice-** This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify their understanding. Advice is given to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually done on a one-to-one basis but may be provided in small groups or class groups.

**Guidance-** Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems, helping them better achieve their potential. Guidance may involve referral for specialist guidance and support.

## **Careers Education, Information, Advice and Guidance (CEIAG) at SWBGS**

### **Contact details**

Headteacher: Mrs K Mountfield

Acting Deputy Headteacher: James Simpson

Careers Lead for SWBGS: Anita Pollard

Head of Key Stage, Learning Mentors, Student Support Officers, STEM Coordinator, Literacy Coordinator, MFL Coordinator

Careers Personal Advisor: The school provides access to an appropriately qualified Careers Personal Advisor through utilising the services of Adviza (<http://www.adviza-guidance.org.uk/>). This is currently Mrs Ros Carr . The school will also provide access to the National Careers Service for additional personalised careers guidance.

Buckinghamshire Skills Enterprise Co-ordinator for SWBGS - Luisa Clarke

Enterprise Adviser for SWBGS- Nuria Munoz

Specific advice about access to universities is also given by Mr Peter Rawling, [unifique.pr1@btinternet.com](mailto:unifique.pr1@btinternet.com)

### **Aims of the School's CEIAG Policy:**

The aim of Sir William Borlase's Grammar School is to deliver high quality education, information, advice and guidance to enable every student to achieve the best possible educational and personal outcomes.

The school is committed to providing an effective careers education programme that prepares students for their next steps in their education, training or employment. The school is committed to ensuring that students gain stimulating, inspiring and up to date information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to be ambitious, aspirational and enter the full range of professions and careers.

**Careers Education:** Careers Education is embedded in the curriculum via:

PSHE lessons for Years 7 - 11

Extension and Enrichment lessons - Year 12

EPQ Mentoring - often linked to professional mentors

Individualised appointments and bespoke guidance - Year 13; wide range of visits.

Enrichment activities such as Talk the Talk for year 8, targeted weeks of employer visits for year 9 and 10

Carefully designed UCAS/ Futures days and Masterclass days for the Sixth Form.

STEM activities and other education schemes, and through employer and careers fairs.

Trips and visits linked to subject areas e.g. Huntsville Space Station, Alabama, The Houses of Parliament and the White House.

All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about the skills that can be applied in different jobs.

A regular audit of provision via Google Sheets tracks coverage of CEIAG across the curriculum and helps to deploy resources to areas of need.

A focus of transferable skills occurs in PSHE lessons to understand the skills that young people are currently working on and how they can be used in the workplace.

Past students and parents provide a wealth of CEIAG.

**Careers Information:** Sir William Borlase's Grammar School is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support decision making. The school provides comprehensive careers information and education and access to careers software and websites. There are careers and apprenticeship resources available in the Sixth Form Centre, at the STEM, Literacy and MFL libraries as well as online packages and websites. Academic Societies are aided in finding appropriate employers to present to them. Labour market information (LMI) is provided to students and parents to ensure they remain informed as to the current employment trends. This is done via the school website and parent mailings.

This information is highlighted to students via assemblies, individual discussions with Key Stage staff, learning resource staff and the Careers Lead.

**Work-related learning:** Sir William Borlase's Grammar School is committed to ensuring that vocational training and apprenticeships are promoted through all aspects of CEIAG provision. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market. These include Enrichment Days, Careers Marketplace, UCAS training, STEM activities, College and University taster days, assemblies and careers lessons.

Sixth Form students are given authorised absence to attend agreed work experiences in Year 12 and the first term of Year 13. (School Holidays are preferred but provision is made for students to take opportunities when they are available)

Sixth Form students with regular work experience commitments e.g. hospice, care homes, may leave school if they have non-contact time.

#### **Monitoring, Reviewing and Evaluation:**

Self-evaluation of careers provision will be produced annually.

This policy was written with guidance from the General Data Protection Regulation coming in place in May 2018. Confidentiality is an important aspect for students, parents and staff and student records should be shared only as appropriate.

An audit of student interactions will take place to ensure the appropriate contact with a wide variety of employers and opportunities.

#### **Policy Review**

SWBGS aims to review its CEIAG Policy on an annual basis with feedback from staff, parents and students.

#### **Gatsby Benchmarks**

Finally, Sir William Borlase's Grammar School is committed to working toward all the Gatsby Benchmarks and will continue to assess our progress against these criteria. Next review will be in May 2019.

The Benchmarks are as follows:

<p>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 pupils, parents, teachers, governors and employers.</p>	<p>Every school should have a stable, structured careers programme that has explicit backing of the SLT. The careers programme should be published on the school's website. The programme should be regularly evaluated with feedback from pupils.</p>	<p>Sir William Borlase will publish an annual overview of activities on the website and review them against this policy document . Students are asked regularly to evaluate activities and experiences. Parents, Teachers and Employers are asked for feedback on experiences.</p>
<p>2. Learning from career and labour market information - Every pupil, 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>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform options. Parents should be encouraged to access and use information about labour markets and future study.</p>	<p>Sir William Borlase will continue to deliver high quality information via the use of <a href="http://www.unifrog.com">www.unifrog.com</a> as well as careers assemblies and the range of forum summarised in the policy and detailed in the audits.</p>
<p>3. Addressing the needs of each pupil - Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A School's career programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to children, and decisions All pupils should have access to these records.</p>	<p>At SWBGS the audit demonstrates differentiated approaches and opportunities across year groups. For example Options evening in y8 provides information linked to option subject choices; the Futures evening in year 12 provides detailed information about universities, apprenticeships and other training. This is then supported in PHSCE</p>

	Schools should collect and maintain accurate data for each pupil on education and training destinations	lessons and in a subject specific mentor assigned in Sixth Form. We challenge stereotypes e.g we take part in a range of women in science programmes and have male dance role models.
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.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects support entry to wide range of careers.	Sir William Borlase continues to deliver the highest quality learning in STEM careers within the classroom and outside of the classroom. The Crest Award programme is just one of the areas where students explore a range of routes within STEM. STEM is widely encouraged with STEM senior prefects holding important role in the school. The STEM coordinator will continue to provide the exceptionally wide range of opportunities in STEM. Visiting speakers will continue to address students at every Key Stage. The Heads of Department will ensure that careers within their respective areas are covered ensuring continued awareness of breadth of opportunity available in all fields.
5. Encounters with employers and employees - Every pupil should have multiple opportunities to learn from	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.	Assemblies with inspirational speakers such as writers, scientists, explorers,



<p>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>		<p>business leaders are made available through the year groups.  There is a further programme of opportunities in year 9 and 10  A very full and varied masterclass programme for years 9 and 10.  In Year 12, a two day off timetable  Masterclass sessions delivered by professionals from across the spectrum of careers. Year 9 will furthermore have access to the Bucks Skills show to introduce them to the wide variety of careers.  The Academic Societies programme brings in a wealth of external speakers across a range of careers from medicine to politics. Students are guided to a range of tailored residential and non-residential options as appropriate ranging from work experience to university residential programmes.</p>
<p>6. Experiences of workplaces- Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career</p>	<p>By the age of 16 every pupil should have at least one experience of workplace, additional to part-time jobs.  By the age of 18, every pupil should have had at least one further experience.</p>	<p>Workplace visits will continue to take place with a particular focus on year 9, 10 and 12 where they will be help inform the options students will need to make. Sixth Form students are encouraged to find</p>

<p>opportunities, and expand their networks.</p>		<p>their own work experience opportunities to develop their skills.</p>
<p>7. Encounters with further and higher education - All pupils 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>	<p>By the age of 16 every pupil should have had a meaningful encounter with providers of learning opportunities - sixth form, further ed, higher ed, apprenticeship providers. By the age of 18, all pupils who are considering applying for university should have had at least two visits.</p>	<p>Speakers from Birmingham and Oxford University visit annually to address all Year 12 students and parents. The use of <a href="http://www.unifrog.com">www.unifrog.com</a> starting in Year 11 supports this. Apprenticeship assemblies will continue to be presented to students and parents with an emphasis on engaging all parents.</p>
<p>8. Personal guidance- Every pupil 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. Personal guidance should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>Every pupil should have had at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>Sir William Borlase will continue to access careers advice via <a href="http://www.Adviza.org.uk">www.Adviza.org.uk</a> as well as introducing the National Careers Service to PHSCE lessons for years 7-11. The NCS is offering 1-2-1 appointments with a follow up report for students to keep on file. The NCS offers tailored advice in sixth form and those needing Morrisby PLUS are directed to this and supported with interpreting reports by Career Lead Professionals from a range of specialised fields visit the school to provide mock interviews and guidance interviews in year 12/13.</p>

		The school is exploring, in conjunction with the Bucks Skills Partnership next steps for developing 1-2-1 careers advice, including looking into funding streams to train an in-house staff member to Level 6.
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