



SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL

# Careers Policy & Statement of Provider Access

Senior Leader Review Lead : Assistant Headteacher, Ben Parsons

Reviewed: September 2021

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For review by: PDW /FGB



*Inspire  
Empower  
Shape The Future*

## **Commitment**

Sir William Borlase's Grammar School is committed to our statutory duty to provide CEIAG to students in years 7-13. We aim to provide an inclusive, effective and stable careers strategy which raises our students' aspirations throughout the entirety of their school career. 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, the amendment to the Technical and Further Education Act 2017 (the 'Baker Clause'), 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.

## **Vision and Values**

Sir William Borlase's Grammar School is committed to being an inspirational learning environment for students and staff, empowering young people to fulfil their aspirations and ambitions; supporting them in developing the confidence to shape their own futures and in so doing, the future of the world around them. 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. This includes guidance from a range of education and training providers for all pupils in year 8 to year 13, for the purpose of informing them about approved technical education qualifications or apprenticeships. Advisory work is usually done on a one-to-one basis but may be provided in small groups or class groups. Level 6 Careers Advice is provided by Adviza.

**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: Kay Mountfield
- Assistant Headteacher: Ben Parsons
- Careers Lead for SWBGS: Caroline Wingrove
- Link Governor for Careers: Charlotte Redcliffe
- Head of Key Stage, Learning Mentors, Student Support Officers, STEM Coordinator, Literacy Coordinator, MFL Coordinator
- Careers Personal Advisor: The school provides access to a Level-6 qualified Careers Personal Advisor through utilising the services of Adviza (<http://www.adviza-guidance.org.uk/>).
- The school will also provide access to the CEC 'What's Right for Me' service for additional personalised careers guidance.
- Buckinghamshire Skills Enterprise Co-ordinator for SWBGS - Ladi Mohammed
- Enterprise Advisers for SWBGS- Stuart Foster, Kally Kang-Kersey
- Careers & Futures Prefects support the Careers Lead in a range of activities
- Alumni students and parents provide a range of CEIAG (see Provider Access).

### **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 from sources including employers.
- All aspects of provision actively avoid stereotyping and actively seeks to explore trends in particular sectors (eg women in STEM, Diversity in the workplace)
- The Careers Programme is reviewed annually, and a needs analysis is carried out to ensure that it meets current demand.

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

- A range of planned activities for whole-year groups and groups of students takes place through:
- PHSE and lecture series programmes
- Assemblies and tutor-time programmes
- Bucks Skills Show



- Extra-curricular and super-curricular programmes (eg Medical Mavericks, Vivit Post-Mortem Live, MicroTyco & NFTS competitions)
- 6th Form Futures Programme activities and events (eg university and employer talks, networking groups, workshops, employer Masterclass days)
- External courses and programmes (eg UCAT, BMAT, LNAT, Med, Vet, Oxbridge, conservatoires)
- Targeted employer encounters and workshops
- All staff have a responsibility to involve careers within their planned learning at subject level. They have received training in the form of CPD linked to Careers in the Curriculum.

#### **Advice & Guidance is given via:**

- At appropriate times in their journey through school, guidance informing students about approved technical education qualifications or apprenticeships.
- All students in Y11 receive appointments and bespoke guidance using Level-6 Adviza advisor, including referring to Apprenticeships, University routes. SEND and PP students are prioritised, and referred as appropriate for further advice using the CEC 'What's Right For Me?' service.
- All students in Y12 & 13 have the opportunity to speak to a Level-6 Adviza advisor, including referring to Apprenticeships, University and conservatoire routes, and discussing direct entry to work post Y13. SEND and PP students are prioritised, and referred as appropriate for further advice using the CEC 'What's Right For Me?' service.
- Careers audit leading to Level-6 Advisor facilitated network groups (Y11 and 12)
- Careers Lead guidance, focused on Unifrog
- UCAS and Futures mentoring

#### **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.
- Apprenticeship resources available via the Careers area of the website, 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 in assemblies and via the Careers website to ensure they remain informed as to the current employment trends.
- LMI is communicated to parents via the Classroom to Careers newsletter.
- Information and opportunities are 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. These include Futures information events, Bucks Skills Show, and through Level 6 Adviza 1:1 appointments.
- Opportunities are provided that expose students to the skills and knowledge required in real work situations in various sectors. Planned opportunities include visiting speakers, workshops during 6th Form Masterclasses, Enrichment Days, STEM activities, College and University taster days, assemblies and PSHE lessons.
- Students undertake an experience of the workplace in Year 10 through a virtual or live day.
- Year 12 & 13 Students are supported by the Careers Lead and Level 6 Careers Advisor to find relevant work experience placements 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. primary school mentoring, hospice, care homes, may leave school if they have non-contact time.

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

- School and student activity is tracked in Unifrog, showing coverage of CEIAG across the curriculum and student and cohort level. This helps to deploy resources to areas of need. An audit of student interactions will take place to ensure the appropriate contact with a wide variety of employers and opportunities.
- Termly audit of provision against Gatsby Benchmarks, reported to Bucks CEC and PDW Committee.
- 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.

#### **Policy Review**

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



## Appendix 1: Gatsby Benchmarks

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. Reviews are termly and reported to the Governors HR committee.

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. The team around Careers is extensive, including a dedicated Careers Lead, Assistant Headteacher strategic lead, Adviza Level 6 advisor, subject-level support staff, Careers &amp; Futures prefects.</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</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 and LMI assemblies lead by CEC Enterprize Advisors and the range of forum summarised in the policy and detailed in the</p>



<p>best use of available information.</p>		<p>audits. LMI is published in the 'Classroom to Careers' Newsletter.</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. Schools should collect and maintain accurate data for each pupil on education and training destinations</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 PSHE 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 and creative industries role models.</p>
<p>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.</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects support entry to a wide range of careers.</p>	<p>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 roles in the school. The STEM coordinator will continue to provide the exceptionally wide range of opportunities in STEM. Visiting speakers will continue</p>



		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 the breadth of opportunity available in all fields. Staff training is provided by the CEC.
5. Encounters with employers and employees - Every pupil 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 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, business leaders are made available through the year groups. There is a further programme of opportunities in year 9 and 10. In Year 12, a two day off timetable Masterclass sessions delivered by professionals from a range 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.
6. Experiences of workplaces- Every pupil should have first-hand experiences of the	By the age of 16 every pupil should have at least one	Workplace visits will continue to take place with a particular focus on year 12 and 13 where





<p>workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>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>they help inform the options students will need to make. Sixth Form students are supported to find their own work experience opportunities to develop their skills. A work experience day takes place in Year 10, with a focus on transferable skills for work</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>Apprenticeship and University speakers 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 7 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 students will continue to access Level 6 careers advice via <a href="http://www.Adviza.org.uk">www.Adviza.org.uk</a> as well as introducing the National Careers Service to PSHE lessons for years 7-11. Adviza offers 1-2-1 appointments with a follow up report for students to keep on file. Students and parents are directed towards Morrisby and supported with interpreting reports by the Careers Lead. Professionals from a range of specialised fields visit the school to provide mock</p>



		<p>interviews and guidance interviews in year 12/13.</p> <p>In Year 11, student are coached by an Adviza advisor in network groups according to Careers preferences.</p> <p>Priority provision is made for SEND, PP, and underperforming students.</p>
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## Appendix 2: Statement of Provider Access

### Policy Statement Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils 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. Pupil Entitlement: All pupils in years 7 - 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a 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 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 careers provider/employer/apprenticeship provider wishing to request access should contact: Mrs Caroline Wingrove, Careers Lead Telephone: 01628 816 500 Email: [cwingrove@swbgs.com](mailto:cwingrove@swbgs.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 pupils and /or their parents/carers. Please see above for more information.

### Premises and facilities

The school will make large spaces, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Careers or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Head of Careers.



## **Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy

