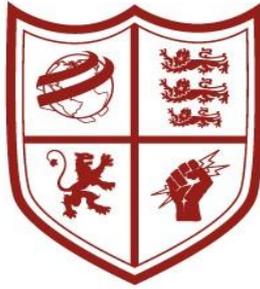


Stretford Grammar School

Aspirat primo fortuna labori

Careers Education, Information and Guidance Policy

Ratified by Governors : March 2022



Careers Education, Information and Guidance Policy

Date of Policy: October 2021

Member of staff with overall responsibility: Mr. I. Nicholson

Governing Body Sub-Committee with reviewing responsibility: Standards and Curriculum

Stretford 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. The processes of informing, advising and guiding students are accorded a high priority within the school, and are seen as crucial in preparing students to make decisions regarding the opportunities and challenges of adult and working life.

For the purposes 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, telephone help lines, ICT software, websites and virtual learning etc.

Advice – This involves helping students to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer students who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support students 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 and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy of behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves

the exploration of students' circumstances - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

School Responsibilities

Stretford Grammar School has a series of statutory duties

- All registered students at the school must receive independent careers advice
- The careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- The advice must cover a range of education or training options
- The guidance must be in the best interests of the student
- There must be opportunity for education and training providers to have access to students to inform them of approved qualifications or apprenticeships
- The process for providers accessing the student population must be included in the CEIAG policy

In addition to this

- The school will base its CEIAG provision around the Gatsby Benchmarks. A summary of these can be found in Appendix 1

Governor Responsibilities

The Governing Body will ensure that Stretford Grammar School has a clear policy in place on CEIAG and that this is clearly communicated to stakeholders and will ensure that the policy is

- Based on the Gatsby Benchmarks
- Meeting the school's legal requirement

The Governing Body will also ensure that arrangements are in place to allow a variety of educational and training providers to access students and that a member of the Governing Body has strategic interest in CEIAG.

The CEIAG Programme

Our CEIAG programme supports and promotes the school's position on inclusion, diversity and equality. Carrying out the recommendations contained in 'Careers guidance and access for education and training providers 2018' ensures that all students gain impartial CEIAG and prepares them for work, education and training.

CEIAG has a high priority in preparing students for the opportunities and challenges of adult and working life. It is seen as playing an important motivational role for our students to maximise their academic and personal achievements at school. It

reinforces our Equalities policy by ensuring equal access regardless of aptitude, ability, sex, ethnic background or protected characteristic.

All students are entitled to receive unbiased careers education and guidance in order to make well informed and realistic choices about their future. All students will be made aware of opportunities in further and higher education and the world of work.

Process

Careers education and guidance will be delivered to all students throughout the school. In Key Stage 3 this is delivered through PSHCE (2 sixty minutes lessons a fortnight), alongside the teaching of personal development, relationships, drugs and health education and financial education.

At Key Stage 4 this is delivered through PSHCE (1 sixty lessons a fortnight), alongside the teaching of personal development, relationships, drugs and health education and financial education. Students will also have the opportunity to undertake a week long work experience placement to coincide with their work in school.

In addition to this a co-ordinated programme of careers education and guidance will be delivered to students during the Drop Down Days held throughout the year. This will ensure that use is made of outside speakers from the world of work and higher education to deliver key elements of the careers education and guidance programme.

All students in Years 9 to 13 have a timetabled appointment with the Connexions Adviser as well as access to a weekly drop in. Students in Year 8 may request a Connexions appointment through their form tutor or Progress Leader.

There is a written scheme of work for students for the careers programme which is outlined on the school web site for access by students, parents/carers and the wider school community. All students in year 10 spend a week on a work experience placement and students in Year 12 have the opportunity to undertake work experience. Key Stage 5 students are involved in higher education awareness days and apprenticeship learning.

It is the school`s responsibility to provide independent and impartial careers guidance for students from Years 8-13. Students are encouraged to set targets and action plan through their individual learning plans and use Xello to relate career planning to their learning.

The Gatsby Benchmarks

The school uses the Gatsby Criteria to review and evaluate the provision of careers education and guidance, from which an annual review is produced to ensure that all

students receive their entitlement to independent and impartial advice and guidance and to prepare them for life beyond the school.

External providers

The DfE 2018 Statutory Guidance on careers requires that there is opportunity for a range of education and training providers to access all students in Years 8 to 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school in terms of their adherence to the vision and values of the school and to the School Equalities Policy.

Any external request for access to provide this information should be made in writing (letter or email) to the Assistant Headteacher with responsibility for CEIAG who will then work with the Connexions service to ascertain the suitability of these providers meeting with students following review of company/organisation web site and or prior knowledge of the company/organisation. Where it is felt that a company/organisation does not mirror the visions and values of Stretford Grammar School or comply with the requirements of the Equalities Policy they will be formally declined access to the student body.

Where the opportunity for access is granted then the school will make a suitable space available for discussions between the provider and the students, as appropriate to the activity. The school will then make available ICT and other specialist equipment to support the presentation.

Appendix 1 – The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<ul style="list-style-type: none"> □ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. □ The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. □ The programme should be regularly evaluated with feedback as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> □ By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. □ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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	<ul style="list-style-type: none"> □ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. □ Schools should keep systematic records of the
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	should embed equality and diversity considerations throughout.	<p>individual advice given to each student, and subsequent agreed decisions.</p> <ul style="list-style-type: none"> • All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each student on their education, training or employment destinations.
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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.	<ul style="list-style-type: none"> □ By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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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	<ul style="list-style-type: none"> □ Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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	speakers, mentoring and enterprise schemes.	
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.	<ul style="list-style-type: none"> • By the age of 16, every student should have had at least one experience of a workplace, additional to any parttime jobs they may have. • By the age of 18, every student should have had one further such experience, additional to
		any part-time jobs they may have.

<p>7. Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<p>8. Personal guidance</p>	<p>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.</p>	<p>□ Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>