

Torquay Girls' Grammar School

CAREERS EDUCATION AND GUIDANCE (CEIAG) POLICY

Lead Person	Mrs Gordon Neighbour
Last Review Date	July 2022
Approved Date	September 2022
Review Date	September 2023
Amendment Dates	December 2022

Personnel

Careers Leader – Mr Gordon Neighbour

Assistant Careers Leader / Work Experience Coordinator – Mrs Sandra Rolfe

SLT Careers Link – Ms Emma Browne

Careers Governor – Mr Matthew Thompson (Head of Talent Pathway – Cricket Wales)

Enterprise Coordinator – Mrs Jacqueline Hobson (Heart of the South West Careers Hub)

Enterprise Advisors – Mr Steve Talbot (Santander UK) / Ms Sally Cope (KORU Consulting)

Aims of the Careers Department –

- To contribute to strategies for raising achievement, especially by increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including Higher Education and Further Education, Apprenticeships and Training
- To develop Enterprise and Employment skills
- To minimize Not Employed in Education or Training (NEET) figures and drop-out from courses in education and training
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To raise awareness of the Local Market Information and local and national skills gaps
- To focus students on their future aspirations
- To involve parents and carers in key decisions concerning careers and progression.

As part of their entitlement, students may expect to:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make.
- Identify any barriers to education, employment and training and signpost/refer as required to internal or external agencies for additional targeted support.
- Find out about different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills needed for working life, including looking at the positive activities or voluntary opportunities students could engage in out of school.
- Understand the requisite employability skills and those important personal and social skills required outside of the classroom.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including Further and Higher Education, Apprenticeships and Training and Employment.
- Understand the different routes after Year 12 or 13 including Further and Higher education, Apprenticeships and employment and “gap years”.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop interview skills.

- Be able to complete a CV and covering letter.
- Improve confidence and self-esteem.

They will receive support and guidance at all the main transition stages and this will include:

- Developing ideas and awareness of self in relationship to abilities, aptitude, interests, attitudes, values, skills, strength and limitations.
- Participation in suitable learning opportunities which will explore process, evaluate and record those ideas.
- The acquisition of knowledge and awareness of opportunities, qualifications, routes ahead, occupational structures, progression and implication of choices.
- The opportunity to access Open days, interviews, careers conventions and admission systems.
- The identification of strategies and tools for putting self-awareness and opportunity awareness together in order to make informed and reasoned choices.

Parents may expect to be able to attend parent's evenings and have access to the Careers Co-ordinator and the independent Careers Adviser. They should be fully involved in the evaluation process and should have ready access to careers information and feedback on their child's progress throughout the school. Pupil confidentiality would be respected when appropriate.

Rationale - Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Equality and Diversity - CEIAG is provided to all students who are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with a wide range of opportunities and diversity is celebrated.

Commitment – Torquay Girls' Grammar School is committed to providing all its students with a programme of careers education, information, advice and guidance (CEIAG). The school's work is informed by current government guidelines and recommendations and other relevant guidance.

Roles / Responsibilities and Accountability - The lead responsibility and accountability will fall to the Careers Leader, whose role it is to ensure that the aims of the TGGGS CEIAG policy are met. Further oversight is provided by SLT and the Board of Trustees.

Implementation of Careers Education - Individualised CEIAG is provided through face-to-face impartial careers guidance interviews with a Qualified Independent Careers Advisor who is a level 6 qualified practitioner.

The careers programme is delivered through a series of taught lessons at Key Stage 3 and it further enhanced via activities, tutorial programmes and workshops, delivered internally or using external agencies. This is implemented through tutor-periods, collapsed timetable sessions (Challenge Days), Careers Exhibitions and Careers Fairs. The implementation of CEIAG is additionally supported by contributions from local and national Businesses, Employers and Professionals, FE and HE Institutions, Training Providers and the Voluntary Sector.

External visits are a core part of CEIAG, examples include visits to the local NHS Careers Event, Employer on-site visits, Big Bang Skills Show and College/HE visits.

In-house, staff offer additional support through form tutors, the SEN Department and subject departmental activities at key appropriate points throughout the academic year.

Our comprehensive careers programme (shown on our website) shows how we link to the 8 Gatsby benchmarks and local LEP priorities.

Strategic Objectives for 2022/2023

Gatsby Benchmark 4 'linking careers to the wider curriculum' is a key school key priority for 2022/2023.

Promote and increase careers education in the curriculum across all year groups which will be monitored and assessed by the Careers Leader using Unifrog and the Compass+ Tool.

Continue to develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning across all year groups.

Continue to build an Alumni network actively supporting school leavers to keep in contact with the school through the use of the TGGs LinkedIn page.

Developing students essential/employability skills through the taught careers programme and working with the **Skillsbuilder Partnership**.

Increase parental involvement in the development of the careers programme through the use of parent groups and surveys.

CEIAG Focus (CEIAG Curriculum)

Year 7 - The focus is on developing students understanding of the **World of Work** including the wide variety of sectors that are available to them.

Year 8 - The focus is on developing the students professional (**Essential Skills**) and preparing them for the skills they need for success in the workplace

Year 9 - The focus is self-assessment, exploring career and study paths and options post 14.

Year 10 - The focus is preparation for work experience and employability skills and Post 16 options.

Year 11 - The focus is further developing the Essential Skills, looking at Post 16 options and the application process.

Year 12 and 13 - The focus is gaining an understanding on Post 18 options and the application process required for these.

Student Destinations – The Careers Leader will work annually in conjunction with the SLT and relevant pastoral leaders to look at the destination data of all school leavers to measure and further inform the careers programme.

Extra support where appropriate - Any student requiring additional or enhanced support are identified and referred to the Careers Leader throughout the year for additional intervention, support, advice and guidance.

Parents and carers - Parental involvement is encouraged at all stages. Parents are kept up-to-date with careers-related information through emails, letters, newsletters and at parent/open evenings.

Partnerships – The school has an Enterprise Advisor and Enterprise co-ordinator through the Heart of the South West Local Enterprise Partnership (HoTSW). Both support with a range of activities, work experience, job shadowing, careers events, enterprise and enrichment. We also have strong links with the Careers and Enterprise Company.

Other links with local 14-19 Providers are made when required, including those for local Post-16 and Post-18 destinations. Links with parents/carers are maintained using a variety of methods (A Weekly Careers Newsletter, Parental Leaflets, Letters, Options Evenings, Post-16 and Post-18 Evenings).

Resources - Funding is allocated in the annual budget. The Careers Leader is responsible for the effective deployment of resources.

Staff Development - Staff training needs are identified during regular planning meetings between the Careers Leader and his/her line manager. Opportunities for whole school staff CPD to be identified and developed during regular planning meetings between the Careers Leader and his/her line manager.

Furthermore, staff can request CPD in Careers via the Teachers component of the Careers Web pages.

This policy will be implemented by:

- The school pastoral system and Heads of School and Heads of Year and tutors.
- The Careers Leader and Careers Programme.
- Careers Adviser.
- Curriculum opportunities supported by subject staff.

This will be evaluated and monitored by the Careers Leader

Through;

- Termly completion and evaluation of the Compass Evaluation.
- A range of written evaluation/feedback from pupils, parents, staff and employers.
- Written feedback from parents on reports and grade sheets
- Report interviews and mentoring of pupils by tutors and Senior Management.
- Minutes of meetings including Year meetings, departmental meetings, employers' meetings and pupil support meetings.