Careers Policy

School Policy

2020-2021

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A forward-thinking community with a tradition of excellence
Background Information: Statutory Duty and Definition of Terms

The Department for Education ‘Careers guidance and inspiration in schools’ publication (October 2018) provides statutory guidance for governing bodies, school leaders and school staff. There is a statutory duty that requires governing bodies to ensure that all registered students at the school are provided with independent careers advice from Year 7 (11-12 year olds) to Year 13 (17-18 year olds). The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is guidance, that the person giving it, considers will promote the best interests of the students to whom it is given.

**Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources would include information on the range of education and training options, including apprenticeships.

**Impartial** is defined as showing no bias or favouritism towards a particular education or work option.

**Advice and guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

Our Commitment and Aims

Maidstone Grammar School for Girls is committed to providing a series of carefully planned programmes of Careers Education, Information, Advice and Guidance (CEIAG) for all students in Years 7 to 13, in partnership with external agencies and organisations as appropriate. Our CEIAG programme is designed using the Gatsby Benchmarks. Our aims are:

- to provide advice and guidance for all of our students so that they are inspired to fulfil their potential.
- to help every student to develop high aspirations, to consider a broad and ambitious range of careers, to be stretched and to acquire the attributes that employers value.
- to inspire our students through real-life contacts with the world of work to help them understand where different choices can take them in the future.
- through careers guidance and our ‘Thinking Skills’ initiative to support our students in developing the necessary skills and attributes they will need in the world of work, including those related to the Habits of Mind (persistence, resilience, questioning and posing problems, applying past knowledge to new situations, remaining open to continuous learning and thinking flexibly).
- to ensure that the independent careers advice provided is delivered in an impartial manner, includes information on the range of education or training options (including apprenticeships and other vocational pathways), and is guidance that will promote the
best interests of the students to whom it is given.

- to support vulnerable students including those with special educational needs and disabilities, and those who are disengaged or at risk of disengaging in order to ensure that the above applies to them as well and that the ‘September Guarantee’ criteria are met.
- to use destination measures to assess the success of our careers guidance programmes in supporting students to take up education, training, employment and apprenticeship opportunities.

**Entitlement**

**Students:** As a learner you are entitled to expect that Maidstone Grammar School for Girls will:

- Treat and respect you as an individual.
- Provide CEIAG which meets professional standards of practice and which is person-centred and impartial. It will be integrated into students’ experience of the whole curriculum (including extra-curricular activities) and be based on a partnership with students, external organisations and parents & carers.
- Provide support, advice and guidance for students to make informed choices with regard to subjects and qualifications to study as well as career pathways to follow, including the varying occupations which require STEM subjects. This will be achieved through a series of planned programmes of CEIAG across the school years underpinned by access to a Careers and Higher Education Coordinator to provide bespoke support as appropriate.
- The CEIAG programme will raise aspirations, inspire students to achieve their full potential, challenge stereotyping and promote equality and diversity.
- Students will be provided with opportunities to experience the world of work in a variety of ways including through employer talks, careers fairs, inspirational speakers and work experience placements.

**Staff:** As a member of staff we expect that you (the learner) will:

- Be active in helping yourself as well as expecting us to help you.
- Be prepared in considering the range of options available and in making choices about them.
- Be prepared to learn and stretch yourself in order to reach your potential.
- Be punctual and considerate of others.
- Give feedback in terms of resources and activities relating to CEIAG.

**Parents/Carers:** As a parent/carer you are entitled to expect that the staff of Maidstone Grammar School for Girls will:

- Enable you to take an active part in the processes described above which could include:
  - Attendance at parents’ evening and other events
  - Attendance at your child’s career guidance interview if you wish
  - Promote and practice equal opportunities for all young people regardless of gender, ethnic origin, disability etc
  - Give feedback in terms of resources and activities relating to CEIAG.
Delivery of Careers Education, Information, Advice and Guidance

- CEIAG at MGGS is led by the school’s Careers and Higher Education Co-ordinator, Miss Hodges, overseen by the Assistant Headteacher responsible for careers and also supported by the link governor for careers.

- A **careers programme** is established for each year group prior to the start of a new academic year and is updated and reviewed continually. Such programmes include careers education sessions, careers guidance activities (group work, individual interviews with students upon request and scheduled individual interviews and guidance meetings for all students in Years 9, 11 and 12), information and research activities (available via Google), work related learning (including a mandatory careers visit to a workplace in Key Stage 3, and the opportunity to undertake up to 5 days work experience in year 12 or 13) and careers based lessons and activities during some of the school’s Focus Days. Other events such as the UCAS HE Convention, Apprenticeship Fairs, Post 18 Options Evening and UCAS event, Oxbridge Evening, biennial careers fair/careers event, alumni visits and subject specific activities occur throughout the school year.

- Independent careers guidance is achieved by inclusion within the CEIAG programmes of the following:
  - bespoke CEIAG delivery by an external agency, EBP.
  - employer visits to the school
  - careers fairs
  - interview practice by employers and alumni
  - application assistance
  - web links on the school’s virtual learning environment to a range of organisations including the National Careers website
  - introduction to and use by Year 11 students to the ‘Kent Choices’ website at [https://www.kentprospectus.co.uk](https://www.kentprospectus.co.uk) for making an application to any of the sixth forms in Kent
  - access to and use of the Unifrog platform for Year 10, 11, 12 and 13 students, an independent service that enables students to explore post-16 and post-18 further education, university, apprenticeship and employment opportunities.

- Impartiality is key to our CEIAG programmes. Whilst it is acknowledged that the majority of our students will progress to Higher Education establishments this is not viewed as the only valid or appropriate career pathway for everyone. Employment, training and apprenticeship routes are given equal value alongside Higher Education routes and opportunities made available for students to find out more about these and to have relevant support and guidance in making informed choices.

- All staff are encouraged to contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the Careers and Higher Education Co-ordinator and through external agencies and organisations as appropriate. Careers information is available in the Careers Library and online through a series of google folders; this information is maintained by the Careers and Higher Education Co-ordinator. Our external Personal Adviser is through EBP, they provide additional specialist careers guidance and appointments are available upon request by students (subject to availability).
• Work experience opportunities provide an excellent way for students to experience the world of work. A work place visit is planned for all students in Year 9 and Year 12 and Year 13 students have the opportunity to organise work experience placements of up to a duration of 5 days, authorised by the school. Placements are risk assessed by The Higher Education and Careers Advisor using the KCC work experience risk assessment template.

Monitoring, Review and Evaluation

The school’s CEIAG programme is monitored throughout the year and reviewed annually by the Careers and Higher Education Co-ordinator and overseen by the Assistant Headteacher responsible for careers. Feedback from staff, students, parents and outside organisations is used, where possible and appropriate, in order to inform and review careers based activities and events. A survey is conducted among Heads of Department during the summer term to identify careers provision through activities related to specific subjects (for example, careers relevant trips). The agreement with external provider is reviewed annually. The effectiveness of our careers and inspiration activity is also evaluated by considering both the attainment and destinations of our students.

Destination Measures

The Department for Education’s ‘16-19 accountability measures: technical guide for measures in 2019’ (July 2019) states that:

• Schools and colleges should be supporting and preparing their students for future education, training and employment. Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

The school will assess its success in supporting students to take up education, or training which offers good long term prospects, by using the destinations data published by the Department for Education. This headline measure is the percentage of the school’s former students going on to education, employment or training (and maintaining sustained participation in the 6 months between October and March after finishing their qualification). This currently includes 16, 17 and 18 year olds.

• Acknowledging that DfE measures are published for previous cohorts, this data is supported by our internal record of destinations for the most recent school leavers, maintained by the Careers and Higher Education Coordinator. These are presented to governors and are published in the prospectus and on the school website.

• The up-take of students into Universities (including Russell Group Universities), further education colleges, employment, traineeships and apprenticeships will be monitored over time. The destinations of vulnerable students will be monitored to assess whether they are ‘in line’ with other students.

Partnerships

An agreement between the school and the external careers providers is reviewed at the end of each academic year. MGGS has a good working relationship with many universities (including those local to us and popular with our students), as well as local schools, FE colleges and Inspiring the Future, who send volunteers to careers events at the school.
Assessment and Accreditation

The careers education provision is monitored using outcomes based on the Investor in Careers framework. The school has successfully been reassessed in the national quality award for its careers education, information, advice and guidance provision in March 2019 by Investors in Careers.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers and Higher Education Co-ordinator and Assistant Headteacher are responsible for the effective deployment of resources.

Staff Development

Continuing Professional Development is an integral part of the school providing a high quality careers guidance service, and bespoke training for staff is provided as appropriate. CPD on CEIAG Provision is reviewed annually and determined by the Careers and Higher Education Co-ordinator and Assistant Headteacher responsible for careers.

Links with Other Policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented and special educational needs.

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