



**Maidstone Grammar School**  
***for Girls***  
*Non sibi sed omnibus*

**Careers Policy**

**School Policy**

**2022 - 2023**

Contact: Mr C Ransom, Assistant Headteacher

## Background Information: Statutory Duty and definition of terms

The Department for Education ‘Careers guidance and access for education and training providers’ publication (July 2021) 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 showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance, that the person giving it, considers will promote the best interests of the students to whom it is given.

The governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, as outlined in this policy. This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point.

**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 mapped against the Careers Development Institute (CDI)’s Framework and evaluated 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

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where different choices can take them in the future.

- through careers guidance and our MEGA (mindset, enrichment, engagement, enquiry, Google, and advanced thinking) and RISE (resilient, inspirational and supportive students who strive for excellence) priorities to support our students in developing the necessary skills and attributes they will need in the world of work.
- 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 technical education routes), 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 learners, are entitled to expect that Maidstone Grammar School for Girls will:**

- treat and respect each student 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 and 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 Lead to provide bespoke support as appropriate.
- provide a CEIAG programme that will raise aspirations, inspire students to achieve their full potential, challenge stereotyping and promote inclusion, equality and diversity.
- provide opportunities to experience the world of work in a variety of ways including through employer talks, careers fairs, inspirational speakers and work experience placements (including those that are virtual).

## Management and Delivery of careers education, information, advice and guidance

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

## Roles and responsibilities

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- The governing board are responsible for the overall approval of the Careers Policy and Careers Strategy, including reviewing the Careers Programme at least annually.
- The senior leadership team are responsible for the line management of the Careers Lead, as well as regularly discussing the aims, needs and effectiveness of CEIAG at MGGS, through regular meetings and ensuring the delivery of CEIAG meets recognised guidelines.
- The careers leader is the Assistant Headteacher responsible for careers, and oversees the running of the Careers department including resources allocation, regular line management of the Careers Lead and ensuring the delivery of CEIAG meets recognised guidelines.
- The Careers Lead is responsible for CEIAG at MGGS, including developing and embedding the Careers Strategy across the school, as well as developing and implementing the Careers Programme, and ensuring the delivery of CEIAG meets recognised guidelines.
- Heads of Department are responsible for reviewing how CEIAG is embedded into their subject curriculum through surveys, detailing where specific careers can be linked to topics, as well as other means such as highlighting transferable skills and links to relevant resources.
- Heads of Study are responsible for ensuring that students are made aware of how to access CEIAG at MGGS, including knowing when specific career activities take place for their year group, such as career fairs, trips etc.
- All staff are responsible for knowing and understanding the Careers Strategy, encouraging students to have high aspirations, supporting and encouraging students to pursue a range of careers, as well as further and higher education opportunities, and providing feedback regarding CEIAG resources and activities.

### **Staff development**

All staff are expected to contribute to the career learning and development of students. To ensure we meet any training needs that might arise, we will regularly review staff knowledge and delivery of CEIAG through the use of Google Forms. Any training needs that are highlighted from the analysis of these will be met within a reasonable period of time through all staff training or on a one-to-one basis.

### **Funding and 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 Lead and Assistant Headteacher are responsible for the effective deployment of resources.

### **Teaching, learning and assessment**

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. To ensure our careers programme is up to date and following recommended aims and learning objectives, it is mapped against the CDI Framework and evaluated using the Gatsby Benchmarks.

The programme includes careers education sessions, careers guidance activities (group work, individual

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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, through virtual or in-person placements (including one experience of the workplace by the end of KS4, and a further experience of the workplace by the end of KS5), and careers based lessons and activities during Focus Days. Other events such as the UCAS Discovery Exhibition, Apprenticeship Fairs, Post 18 Options Evening, Oxbridge information event, biennial careers fair/careers event, alumni visits and subject specific activities occur throughout the school year.

### **Information, advice and guidance**

We will ensure that all students have access to independent and impartial career guidance and that students have access to information and advice about all pathways.

- Independent careers guidance is achieved by inclusion within the CEIAG programmes of the following:
  - access to meetings with our Careers Lead, which is offered to all students throughout their time at MGGS.
  - 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/> for making an application to other sixth forms in Kent
  - access to, and use of, the Unifrog platform for Year 9, 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, apprenticeship and technical education routes are given equal value alongside Higher Education and opportunities are 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 Lead and through external agencies and organisations as appropriate. Careers information is available in the Careers Library and online through a series of Google folders and Google Classrooms; this information is maintained by the Careers Lead.

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- All students are provided with one experience of the workplace by the end of KS4, through work experience (virtual or in-person), or through workplace visits such as trips. A further experience of the workplace is provided by the end of KS5, through work experience opportunities (virtual or in-person), where students in Year 12 and Year 13 can attend work experience placements of up to a duration of 5 days, authorised by the school. In-person placements are risk assessed by the Careers Lead using the KCC work experience risk assessment template.

### **Monitoring, reviewing, evaluating and reporting**

The school's CEIAG programme is monitored throughout the year and reviewed annually by the Careers Lead and overseen by the Assistant Headteacher responsible for careers. Feedback from staff, students, parents/carers and outside organisations is used, where possible and appropriate, in order to inform and review careers based activities and events. The effectiveness of our careers provision with regards to raising aspirations is also evaluated by considering both the attainment and destinations of our students.

### **Destination measures**

The Department for Education's '16-18 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 Lead. 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, apprenticeships and technical education routes will be monitored over time. The destinations of vulnerable students will be monitored to assess whether they are 'in line' with other students, including those students with EHCPs.

### **Stakeholders and Partners**

#### **Parents/carers**

We recognise the important role that parents/carers have in their child's career development. As a

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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:

- inviting you to attend parents' evening appointments with our Careers Lead to discuss anything related to CEIAG.
- inviting you to attend your child's career guidance interviews, or to schedule such a meeting, if you wish.
- inviting you to give feedback in terms of resources and activities relating to CEIAG.
- making you aware of CEIAG events and activities that the school is providing, as well as being notified of opportunities provided by external organisations.

Communication will be maintained through direct letters and via the school's weekly News & Blog.

### **Careers support agencies**

The school works closely with an Enterprise Coordinator and Enterprise Adviser from the Careers & Enterprise Company to provide support and input on our Careers Strategy and Careers Programme.

Education Business Partners (EBP) Kent work closely with the school to design and run events such as our biennial careers fair and skills focussed workshops. These are planned with input from our Careers Coordinator to ensure the employers we bring into school reflect the career interests of our students and encourage high aspirations.

### **Employers, community partners and learning providers**

MGGS has a good working relationship with many universities (including those local to us and popular with our students), as well as local schools, and FE colleges.

### **Assessment and Accreditation**

The careers education provision is monitored using outcomes based on the Guide to the National Standard. The school was successfully reassessed in the national Quality in Careers Standard for its careers education, information, advice and guidance provision in March 2019 by Investors in 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.

### **History Log**

<b>Last revised</b>	<b>Revised by</b>	<b>Ratified by governors</b>	<b>Next review</b>	<b>Time scale</b>

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			<b>date</b>	
June 2018	A Rhodes	N/A	June 2019	Annually
Nov 2018	A Heppeler, A Hodges	N/A	Sept 2019	Annually
June 2019	A Heppeler	N/A	June 2021	Biennially
June 2020	A Heppeler, A Hodges	N/A	June 2021	Annually
June 2021	C Ransom, A Hodges	N/A	June 2022	Annually
June 2022	C Ransom, R Pizzy	N/A	June 2023	Annually

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**Appendix 1: Year group entitlement statements.** Brackets refer to CDI Framework for Careers Learning Outcomes.

GTL: Grow throughout Life

EP: Explore possibilities

MC: Manage career

CO: Create opportunities

BL&W: Balance life and work

STBP: See the big picture

By the time you get to the end of **Year 7** you will have:

- started hearing about a range of careers, including qualifications and pathways into them (MC; a, c., EP; a, c, d, e, GTL; b)
- been introduced to the sources of help and support available, both in school and outside of school (GTL; a)
- had opportunities to challenge yourself, your way of thinking and try new things (GTL; b., MC; e., CO; a., BL&W; g)
- started to learn about skills, and how they transfer to the world of work (GTL; b)
- started to learn about physical and mental wellbeing (BL&W; b)
- been introduced to the concept of local market information (LMI) and how to use it with career planning (STBP; b, c,)
- had optional access to impartial information, advice and guidance from Careers Coordinator

By the time you get to the end of **Year 8** you will have:

- built upon your career learning and awareness of opportunities (MC; a, c., EP; a, c, d, e,)
- started to learn about financial management, including budgeting and the concepts of self employment and entrepreneurship (CO; f, BL&W; c)
- built on your understanding of LMI (EP; b, STBP; b, c, d, e, f)
- thought about how set-backs and challenges can create learning opportunities (MC; f)
- started to learn about rights and responsibilities in the workplace, along with recognising the injustices caused by prejudice, stereotyping and discrimination (BL&W; f, g)
- had optional access to impartial information, advice and guidance from Careers Coordinator

By the time you get to the end of **Year 9** you will have:

- used your developing knowledge or careers, skills and pathways to help you choose your GCSE options. Additional support coming from GCSE Options Assembly, GCSE subject specific information and individual meetings with the Careers Coordinator (GTL; a, b; EP; a, c, d, e)
- learnt about different recruitment and selection processes that organisations might use, and how to succeed in them (EP; f)
- become aware of the need to use your initiative in learning and life, including being imaginative and

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flexible with your career choices (CO; b, c, d)

- explored transferable skills and qualities needed for the world of work (CO; e)
- had a individual meeting with the careers coordinator to discuss future goals, including GCSEs (STBP; b, c, d, e, f)

By the time you get to the end of **Year 10** you will have:

- had the opportunity to build on your transferable skills for employment (GTL; c, d)
- gained first-hand experience of the world of work by undertaking work experience. This will help you think about whether certain roles are suitable for you and help you plan your pathway (EP; a, b, c, d, e)
- had the opportunity to hear from employers from various sectors through career talks (EP; c, d; MC; a, b, c, d, e)
- had the opportunity to discover more about entrepreneurship and self-employment (MC; f., CO; e, f)
- build on your understanding of financial issues, including how LMI connects to budgeting (BL&W; c, e)
- build on your understanding of rights and responsibilities in the workplace, along with recognising the how you can challenge prejudice, stereotyping and discrimination in the workplace (BL&W; f, g)
- had optional access to impartial information, advice and guidance from Careers Coordinator

By the time you get to the end of **Year 11** you will have:

- had the opportunity to hear from employers from various sectors through career talks (EP; c, d; MC; a, b, c, d, e)
- considered and reviewed your preferred post-16 option, and had the opportunity to discuss this with the Careers Coordinator (GTL; d, e., EP; b, c, d., MC; c, d, e)
- build on your understanding different recruitment and selection processes that organisations might use, and how to succeed in them (EP; f)
- produced a CV and cover letter that focuses on your skills and qualities (EP, f)
- been made aware of how to make applications to other sixth forms and colleges, using Kent Choices

By the time you get to the end of **Sixth Form** you will have:

- had the opportunity to undertake up to 5 days of work experience, having had the responsibility of arranging the placement with support from the school (EP, d., CO; a, b, c)
- learnt about the range of post-18 options available, through information evenings, talks, trips and tasks. (GTL; b, e., EP, c., MC; d)
- had the opportunity to reflect on your own ambitions, skills and vision to plan your next steps (GTL; d, e., LO; a., MC; a, b., BL&W; a)
- had the opportunity to hear from employers from various sectors through career talks (GTL; c., STBP; a, b, c, d, e, f)
- been guided through the UCAS application process and created a UCAS application.
- had the opportunity to attend university open days

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- had the opportunity to have a mock interview for employment or university admission. (EP; e)
- had the opportunity to explore pathways and careers using Unifrog (EP; a, b., MC, b, c., STBP; a, b, c, d, e, f)
- had optional access to impartial information, advice and guidance from Careers Coordinator (GTL; a., MC; c)
- learnt about entrepreneurship and self-employment as future options (CO; f)
- learnt about financial management (BL&W; c)
- learnt about rights and responsibilities in the workplace including whistleblowing and taking action to challenge prejudice, stereotypes and discrimination (BL&W; f, g)

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