



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Christ's College

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CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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Introduction

Christ's College Guildford believes that all our pupils deserve the best start in life. We are ambitious for every child to become an educated, confident, active, and responsible citizen. Whether going on to university, securing an apprenticeship or entering the workplace, we want every young person who leaves our school to have real choices. That is why, as well as academic excellence, we seek to provide the best possible careers education, support, and guidance, as well as unique enrichment opportunities for every pupil to discover what they're good at and where their passions lie.

Christ's College Guildford aims to equip all our pupils with the skills, knowledge, confidence and understanding to support their lifelong learning and chosen career path. The Careers, Education, Information, Advice and Guidance policy supports and is underpinned by our policies for Teaching and Learning, Assessment, SEND, SMSC and Behaviour for Learning, and by the School Development Plan.

Policy scope

This policy covers Careers Education, Information, Advice and Guidance given to pupils in years 7-11. The policy has been reviewed in line with recent guidance from the Department for Education, including the guidance document *'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff'* (DfE, updated January 2023).

This policy accepts the 8 Gatsby benchmarks (outlined in Appendix 1) as set out in the DfE guidance. This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff at Christ's College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor. It is important for pupils to leave our school aware of themselves, what they enjoy and what they're good at. They should be aware of the opportunities available to them after school and be prepared for the transition from full time education to the world of work.

Statutory requirements and expectations

Christ's College Guildford is committed to fulfilling their statutory duties in relation to CEIAG.

Statutory duties include:

- All registered pupils at the school must receive independent careers advice in Years 7-13 which meets national guidelines for good practice, preparing pupils for their futures.



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- Careers advice must be represented in an impartial manner, showing no bias towards a technical or academic route.
- Guidance must be in the best interests of each pupil.
- Schools must provide opportunities for a range of education and training providers to access pupils in years 7-11 to inform them about approved technical education qualifications and apprenticeships.

The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, including:

- Two encounters for pupils during years 8-9 that are mandatory for all pupils to attend. These will be either in the annual careers fair or through the Enrichment Day Program
- Four encounters for pupils during years 10 or 11 that are mandatory for all pupils to attend. These to include visits to the college from all the local 16-19 providers. Plus 2x careers fair and opportunities to visit a local university campus.

Christ's College has a clear policy setting out the manner in which providers will be given access to pupils (Please see Provider Access Policy Statement **Appendix 2** and on our website).

The careers programme aim to raise aspirations, challenge stereotypes, and support social mobility by improving opportunities for young people.

Christ's College will continuously monitor their Careers Education, Information, Advice and Guidance offer and seek further improvement, as outlined under 'Monitoring, Evaluation, and Reporting'.

Roles and Responsibilities

The leadership team of Christ's College Guildford is responsible for ensuring that careers have an uncompromised profile in the curriculum, and that the school's careers leader or adviser, who is a Level 6+ qualified careers professional, is enabled and resourced to meet the statutory requirements for CEIAG.

The Careers Leader is responsible for the school's strategy for meeting the objectives and statutory duties outlined above, the delivery of them to every child, and the evaluation of each element according to criteria agreed with the responsible CLT member.

The careers leader will ensure that the school's careers programme:

- Is based on the eight Gatsby benchmarks (appendix 1)
- Meets statutory guidance

This role is intended to ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.



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Christ's employs an **Independent Career Advisor**, trained to level 6, who provides personal guidance to pupils in areas such as labour market information, career pathways, progression routes, developing goals and making decisions.

Progress Leaders at Christ's College liaise with the Careers Leader to ensure the best provision for their year group and keep them informed of any further support that they or their students may need. They will also monitor the delivery of careers guidance during tutor times throughout the year ensuring that they work with the Careers Leader to ensure year group specific resources are disseminated to the **Progress Tutors**.

Progress Tutors at Christ's College will deliver the careers lessons as part of their tutor times. In year 9, 10 and 11 they will monitor and administer the Careers interview appointments with the Independent Careers Advisor. They will also work with their tutees to support them in year 10 with finding their work experience placements and in year 11 will help the students to access information for their entry into FE or apprenticeships. Progress Tutors will monitor their group for placements gained and highlight to the Careers Leader and students at risk on NEET.

Teachers are responsible for delivering information to students about how their subjects are relevant or used in specific workplaces. For example, in Geography the teacher might deliver a short piece of information about the work of a Geologist and how you might become one.

It is recommended that, where possible, the school's local governance committee retains a link member for Careers, responsible for supporting careers as a strategic priority in the school's Improvement Plan, and for assisting schools to access local business networks and employers.

Provision

Careers provision is mapped against the Gatsby benchmarks. (Appendix 1)

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHCE programme in Years 7 through to Year 11, which is delivered by our PSHCE teacher.

Careers is also explicitly taught through the tutor programme. One tutor time per fortnight is given to 'Careers' there is a set program that the Progress leaders manage and the progress tutors deliver. All resources are centrally handed out by the Careers Leader.

Careers is also delivered via our Enrichment day program. Where there are 5 Enrichment days in an academic year and a proportion of those days is handed over to careers information targeting specific year groups at key times.



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Careers information is available in the Careers office and open to any student upon request.

At Key Stage 3, careers are delivered via the tutor program and through the Enrichment Day program. A great emphasis is placed on Employability Skills with students learning these through at least one Enrichment day per year focussing on a business enterprise activity (for example the Year 7 'Tyre Challenge') Careers education also includes careers library research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided. Year 9 students will have their first access to the Independent careers advisor. During work experience week. Each subject will deliver a specific 'Careers in.....' lesson highlighting the wide variety of careers that can come from studying a particular subject. Staff will also deliver careers information as part of their normal teaching in lessons. Christ's College is also involved with Surrey SATRO where students in Ks3 will attend a range of STEM events to meet local, national and international employers.

At Key Stage 4, pupils will use tutor times to research careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships and A-level options. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships and college entry. Students are further exposed to local employers via our business breakfast. At least one enrichment day in Key Stage 4 will be a mandatory visit to a local university. Student destinations are tracked throughout Key Stage 4 and those at risk of NEET are identified and supported with their application to FE.

Several special events are held, for example Year 10 students will attend a Business Breakfast to meet local employers and talk about their careers and how they got to that point. Also there is an annual careers fair, involving University, Further Education, apprenticeship and careers representatives from a wide variety of workplaces (including the armed services). To which, Year 7 through to Year 11 pupils, their parents and local schools are invited.

Funding and resourcing

Funding for CEIAG, sufficient to deliver the list of entitlements above, is allocated through a responsible proportion of the school's main capitation budget. Careers has its own cost centre and the Careers Leader is responsible for the use of this cost centre. Christ's College is encouraged to explore additional sources of external funding or services in kind from local businesses and employers. For example Christ's works with the Higher Education Outreach Network who fund large proportions of our Yr10 and 11 provision including 'The Focus You' group.



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Representatives from local colleges, universities and employers are all sourced on a voluntary basis from a large network of contacts.

Parents and Carers

Christ's College recognises the important role that parents, and carers have in their child's career development. Parental or carer involvement is encouraged at all stages.

Parents are welcome to attend careers appointments where appropriate. They are invited to attend our annual Careers fair and receive clear information about their students choices at Year 9 regarding GCSE options and Year 10 regarding next steps for A level and Colleges entry.

Monitoring, Evaluation and Reporting

The implementation of the careers programme will be monitored by Directors of The Good Shepherd Trust through their line management of the College Leadership Team..

The school Principal will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The effectiveness of this policy will be measured in a variety of ways:
 - Feedback from stakeholders through mechanisms such as pupil and parent surveys
 - Feedback from external visitors to the school such as Ofsted
 - the number of pupils who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.



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APPENDIX 1- The Gatsby Benchmarks

1	A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, and employers.
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 best use of available information.
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.
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.
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.
6	Experiences of workplaces	Every pupil 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 to expand their networks.
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.
8	Personal guidance	Every pupil should have opportunities for guidance interviews with a Careers 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.



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APPENDIX 2- Provider Access Policy - (also on website)

Christ's College Guildford: Provider Access Policy.

INTRODUCTION

This policy statement sets out the school's arrangements for managing the access of providers to 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 students in Years 8 to 11 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 local 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.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (Year 8 to 9) and four encounters for students during the 'second key phase' (Year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the "Making it meaningful checklist."

see Making it Meaningful: Benchmark 7 | CEC Resource Directory
(careersandenterprise.co.uk)



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Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Previous providers In previous terms/years we have invited the following providers from the local area to speak to our students:

Guildford College
Godalming College
Woking College
Farnborough Technical College
Surrey University
Brunel University
Alps Apprenticeships
STEM for Girls
Armed Forces
Uniformed services
Alongside many other businesses

Destinations of our students Last year our Year 11 students moved to range of providers in the local area after school:

- 83.3% of the leaving cohort went on to study A-levels (or equivalent) at local colleges/sixth forms
- 12.6% of the Leaving cohort went on to study Vocational courses/Apprenticeships

Last year's cohort had 0 students who qualified as NEET (Non in education or training)

Management of provider access requests

A provider wishing to request access should contact Mr Zed Annan Careers Lead
zannan@christcollege.surrey.sch.uk

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities The school will make the main hall, 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 Careers Leader or a member of their team. Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students.



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Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers office, which is managed by the Careers Leader.

The careers office is available to all students at lunch and break times.

Complaints: Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk