

**KING EDWARD VI
LORDSWOOD
SCHOOL FOR GIRLS**

Educational excellence for our City

**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Careers Policy

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Introduction

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it.

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-11 have access to independent, accurate and impartial information, advice and guidance. Schools are free to make arrangements for careers guidance which best suits the needs of their students, engaging where appropriate with independent providers. Updates to this guidance issued in September 2022 extend this duty of schools across all year groups to now include Year 7.

Here at King Edward VI Lordswood School for Girls & Sixth Form it is our duty to provide students with high quality, impartial careers advice and guidance as we prepare our young people for their futures in whichever pathway they choose to follow, whether that be university, employment or further training within apprenticeships or traineeships.

With the government's reforms to technical education and skills and the impact of COVID-19 on the labour market, there is now an increased need for schools and colleges to work in partnership with employers, careers advisors, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education and training. With this in mind we have updated our Provider Access Policy to sit alongside the Careers Policy to ensure we are working closely with external partners to provide suitable, meaningful encounters at appropriate points for our students.

Rationale

Careers education and guidance plays a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The careers programme at King Edward VI Lordswood School for Girls & Sixth Form helps our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational - continuing to promote our values of Ready, Respectful, Resilient. It promotes equality of opportunity, embraces diversity and challenges stereotypes. The policy is guided by the Gatsby benchmarks and conforms to statutory requirements, in particular the DfE's careers strategy and the revised statutory guidance.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Careers guidance and access for education and training providers January 2023

Aims and Objectives

The King Edward VI Lordswood School for Girls & Sixth Form careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career

King Edward VI Lordswood School for Girls & Sixth Form follows the principles of the Gatsby Benchmarks (see Appendix).

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including technical and higher education, and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity

- contributing to strategies for raising achievement, particularly by increasing motivation

Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4, after Y11 and after Y13
- access to up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career activities during form/tutor time and PSHCE lessons from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, Ready for Work Values Day, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Careers Guidance for Vulnerable, Disadvantaged Students and Students with SEND.

The careers co-ordinator will engage with the school's Assistant Head Inclusion to:

- ensure they know which students are in care or who are caregivers
- understand their additional support needs
- ensure that, for looked after children, their personal education plan can help inform careers advice.

We will aim to ensure that careers guidance for students with special educational needs and disabilities (SEND) is differentiated where appropriate and based on high aspirations and a personalised approach. We endeavour to work with parents and carers or students with SEND to help them understand what career options are possible. This guidance will take account of the full range of relevant education, training and employment opportunities. Where pupils have EHCP plans,

their annual reviews must, from Year 9 at the latest, include a focus on adulthood, including employment.

CEAIG in the Curriculum

As part of the wider school Personal Development programme (PSHCE) delivered to students in Years 7-11, students will receive a series of lessons relating to careers and enterprise, providing them with the opportunity to learn about their skills, investigate choices available to them for GCSE study, understand how skills and qualifications can link to careers and research options available to them post GCSE. The careers programme includes careers education sessions, careers guidance activities, information and research activities. Other focussed activities and events take place during registration sessions with Form Tutors, assemblies, Ready for Work Values Day, National Apprenticeship Week, National Careers Week, etc.

Assessment

Students will regularly be assessed as part of the careers strand delivered in the Personal Development programme (PSHCE) in accordance with the school assessment policy. The focus of assessment will be based upon students' awareness of their own abilities and skills, student awareness of qualifications available to them and the opportunities they can lead onto and their ability to describe the specific requirements of jobs and careers in regards to skills and qualifications.

Career and Labour Market Information

Career and labour market information is available on the website, via PSHCE lessons/review tutor Time or through year group assemblies. All students have access to Unifrog, a careers platform featuring labour market information, job profiles, interest and personality quizzes, information on all the post-16 and post-18 pathways.

Implementation

KS3

Year 7: New Beginnings.

- Aspirations bulletin
- Careers (Ready for Work) Day
- Careers Champions
- Curriculum Evening
- Assemblies
- Tutor Time
- PSHCE lessons
- Unifrog platform

Year 8: Exploring Options.

- Aspirations bulletin
- Careers (Ready for Work) Day
- Curriculum Evening
- Careers Champions
- Assemblies
- Tutor Time
- PSHCE lessons
- Unifrog platform

Year 9: Making Decisions.

- Aspirations bulletin
- Careers (Ready for Work) Day
- Careers Champions
- Curriculum Evening
- Assemblies
- Tutor Time
- PSHCE lessons
- Unifrog platform

KS4

Year 10: Creating Experiences.

- Careers bulletin
- Careers Day
- Careers Advisor
- Work experience
- Assemblies
- Tutor Time
- PSHCE lessons
- Unifrog platform

Year 11: Moving On.

- Careers bulletin
- Careers Day
- Careers Advisor
- Assemblies
- Tutor Time
- PSHCE lessons
- Unifrog platform

KS5

Year 12: Choosing Pathways.

- Careers bulletin
- Careers Day
- Careers Advisor
- Work experience
- Assemblies
- Tutor Time

- PSHCE lessons
- Unifrog platform

Year 12: Managing Your Next Steps.

- Careers bulletin
- Careers Day
- Careers Advisor
- Assemblies
- Tutor Time
- PSHCE lessons
- Unifrog platform

Career Guidance Meetings

Students are entitled to appropriate personal career guidance to meet their individual needs. All students at school can access careers support or request an appointment with the careers adviser but, in practice, Year 9, Year 10, Year 11, Year 12 and Year 13 students are most likely to access the service.

Students are identified for careers meetings based **on need** and through **self-referral**.

Needs-based referral

The referral procedure works as follows:

- The careers team work with the pastoral team: Achievement Co-ordinators, Review Tutors, SENCO/Inclusion Team to identify students who would benefit from early intervention. This might include students with lack of direction or lack of motivation; students with SEND; students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised careers curriculum (Talentino), visits to colleges and training providers, contact with parents, support from other agencies, etc.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the careers team. An appointment with an adviser will then be arranged.

Careers advisers will record action plans on Unifrog.

Work Experience

King Edward VI Lordswood School for Girls & Sixth Form recognises the importance of creating opportunities for students to learn about, through and for the world of work. 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 expand their networks.

Work experience in particular has great value in providing a student with the opportunity to gain insights into the world of work and to develop the skills which university selectors and employers look for and want to be evidenced.

Year 10 and Year 12 pupils are expected to take part in workplaces experiences. Students are encouraged to record their work experience placement in the Unifrog placements tool, which then enables the school to contact potential providers with further information.

Parents will be advised of the requirements and processes for work experience placements.

Monitoring and Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, Ready for Work Val activities, mock interviews etc.
- gathering informal feedback from external partners and from parents
- quality assurance of form/tutor time and the guest speaker programme
- student destination data post-16 and post-18

Staffing

Careers Department consists of:

MOn Mrs M O'Neill – Careers Co-ordinator

RMc Mrs R McInerney – Work Placement & Employer Engagement Coordinator

MJo Mrs M Johal – Independent Careers advisor

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by form tutors through the personal development and PSHE programme. The CEIAG programme is planned, monitored and evaluated by the career's coordinator in consultation with appropriate members of staff including staff across all three key stages.

Staff Training

Staff training needs are identified on a regular basis. based upon Learning Walks and observations completed. The teacher in charge will ensure staff are fully equipped with the knowledge and resources to deliver high quality CEIAG sessions.

Home-School Partnership

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. King Edward VI Lordswood School for Girls & Sixth Form is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers have the opportunity to discuss their child's progress at Parents Evenings. Review tutors deliver sessions on careers during review tutor time and have discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team attend events for specific year groups.

Parents/carers are kept up to date with career-related events and activities via letters and texts home, ClassCharts, the school website and social media. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

Reporting

King Edward VI Lordswood School for Girls & Sixth Form ensure that all statutory requirements for data and destination reporting to Birmingham City Council are met. The information gained from these reports will be displayed on the school website.

Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after King Edward VI Lordswood School for Girls & Sixth Form while non-traditional routes are supported and encouraged.

Appendix A. Gatsby Benchmarks

The Gatsby Benchmarks originated in a research report (Good Career Guidance) from the Gatsby Foundation in 2013. The report was commissioned by Lord Sainsbury and Sir John Holman was appointed to lead a research team to focus on international evidence for 'what works' in career development. The research provides a comprehensive study of career development exploring key elements of good career development, the cost per school or college for good career development and the economic benefit of career development to the economy.

The report found 8 benchmarks of best practice, which are now more commonly known as 'The Gatsby Benchmarks.' They are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

More information can be found here:

www.gatsby.org.uk/education/focus-areas/good-career-guidance

Appendix B. Careers Journey 7-13.

Careers Journey

King Edwards VI Lordswood School for Girls and Sixth Form

Vision Statement

Empowering students, changing lives.



Milestones and Learning Outcomes

Key Events and Experiences

Year 13
Managing Your Next Steps

Year 12

Choosing Pathways

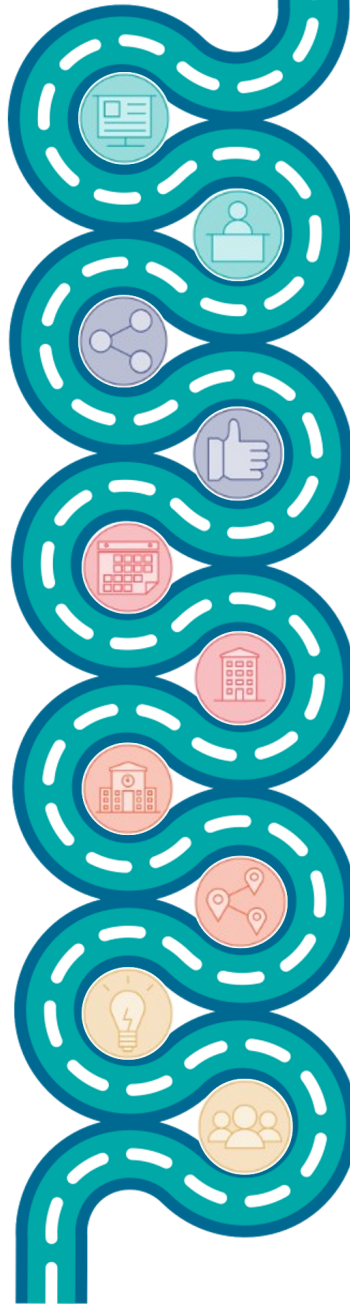
Year 11
Moving On

Year 10
Creating Experiences

Year 9
Making Decisions

Year 8
Exploring Options

Year 7
New Beginnings



Careers bulletin
Careers Day
Careers Advisor
Assemblies
Tutor Time
PSHCE lessons
Unifrog platform

Careers Advisor
Work experience
Assemblies
Tutor Time
PSHCE lessons
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Tutor Time
PSHCE lessons
Unifrog platform

Aspirations bulletin
Careers Day
Assemblies
Tutor Time
PSHCE lessons
Unifrog platform

Aspirations bulletin
Careers Day
Careers Champions
Assemblies
Tutor Time
PSHCE lessons
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