



## Queen Mary's Grammar School

Headmaster: R J Langton, M A

### QMGS CEIAG Policy 2019-20

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### What is CEIAG?

Careers, Education, Information, Advice and Guidance (CEIAG) refers to the full programme of careers education supported by personalised information, advice and guidance tailored to the individual needs of the student. It equips students with the knowledge and skills that they need to make realistic and informed choices about their own progression through learning and work.

### Aim of the Policy

Good career guidance is critical for students if they are to raise their aspirations and capitalise on the opportunities available to them (DfE Careers Guidance October 2018)

### Introduction

QMGS will inspire all its students to aim high and achieve to their full potential. The school will provide the right support and guidance to empower every student to make key decisions about their future.

This policy has been written to follow the Gatsby Benchmarks to ensure all students have access to independent careers guidance and to be informed about technical education qualifications or apprenticeships as well as higher education opportunities.



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### What are the Gatsby benchmarks?

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges.

#### 1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers 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 for 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 expand their networks.



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### 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. They should be expected for all pupils but should be timed to meet their individual needs.

### **Delivery of the Gatsby benchmarks**

#### *Learning from Career and Labour Market Information*

The school hosts multiple Careers Fairs every year for students and parents. This is an invaluable opportunity for students to consider the broad spectrum of options available, ask questions of employers and connect with the school's alumni. Students from Year's 10-13 are invited to attend. Higher education organisations and employers are available to offer advice and guidance. In addition, Years 11-13 are invited to attend seminars in a variety of fields, such as Geography, DT, Art, STEM, MEDSOC, GO4Set, Arkwright to name but a few, supported by school staff as well as school clubs such as Project Horizon. The school's library contains many CEIAG based resources which can be accessed by all year groups. The school encourages all students to attend events such as The What University, Summer schools, University Open days and Key Stage 4 University immersion trips either in their own time or as part of a school trip.

#### *Linking Curriculum learning to Careers*

Linking Curriculum learning to Careers. CEIAG is embedded as part of the Personal, Social and Health (PSHE) programme at Key Stage 3 and involved in Key Stage 4 drop down days.

Throughout the school, CEIAG is delivered through subject teaching. This enables students to build up knowledge of career opportunities related to different subjects and identify how the skills learned in school are relevant to the world of work. Subject teachers are encouraged to take opportunities to embed career inspiration into the curriculum and deliver aspects of careers



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education both in a structured way through inclusion in schemes of work and incidentally as they arise during the course of an activity.

Assemblies with a CEIAG focus regularly take place for the whole school and for each year group. These are delivered by guest speakers or by members of staff.

### *Encounters with Employers and Employees*

The school works together with local and national employers and other educational establishments to broaden horizons and motivate students to develop high aspirations. There are regular opportunities for pupils to meet representatives from the workplace for inspiration and advice in a broad range of careers. Parents with specific expertise are also invited to contribute to the careers programme for the benefit of other students.

### *Experience of Workplaces*

All Year 11 and 12 students are actively encouraged to participate in, a work experience placement intended to develop employability skills and an awareness of the world of work.

### *Encounters with Further and Higher Education*

Trips to universities are frequent for year groups 11-13. This is an invaluable opportunity to gain an insight into university life. These trips are organised by departments or by pastoral leads.

### *Personal Guidance and Addressing the Needs of Each Student*

The PSHE curriculum at Key Stage 3 provides lessons on careers and future learning, further supported by drop down days in Key Stage 4. In Key Stage 5 there is a thorough, effective and well-established system for supporting UCAS applications, whereby students are given a great deal of support in producing their personal statements and are advised in where they should consider applying. The school website holds a wide variety of supporting resources broken down by Key Stages.



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## Management of the Careers Programme

QMGs recently appointed a Careers Coordinator in September 2019, Mr Peter Sunley, who, with the support of the school Senior Leadership Team will ensure the leadership and co-ordination of a high quality careers programme. The Careers Coordinator is responsible for developing, managing and monitoring (through pupil, parental and staff feedback as well as external advice such as from NCS, the Alumni as examples) the careers programme supported by Heads of Department who are responsible for building careers education effectively into their subject curriculum; Pastoral Staff including Heads of Year, Form Tutors, SENCO and SEMH Mentors who are responsible for ensuring students receive CEIAG appropriate to their individual needs. The school's Alumni Officer, Mrs Gill Columbine, is responsible for building and maintaining links to alumni.

## Governance of Careers Programme

The Governing Body will monitor the delivery of the Careers Programme and will review this policy on an annual basis.