



# Queen Mary's Grammar School

## CEIAG policy

Approved by the LGB, February 2021

### QMGS CEIAG Policy 2020-21

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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.

### 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.

#### 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**

During 2020-21 the school has continued with its partnership with the Careers and Enterprise Company (CEC) as part of Wave 2 of the Black Country Careers Hub. This is a collaborative partnership (which started in September 2019) to assist the school in making progress towards achieving the Gatsby benchmarks. As part of this partnership, the school has access to a support service and a range of resources to help achieve the Gatsby Benchmarks.

### **Key features of CEIAG provision:**

**\*\* In light of the Covid-19 restrictions, the school will look to provide online/virtual alternatives wherever possible.**

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

During a normal school year, the school hosts Careers events for students and parents. These are 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 10-13 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 website also has links to a wide range of CEIAG based resources aimed at pupils and parents. By the end of the 2020-21 academic year, all pupils will also have access to Unifrog which is a large online database of Post 16 and Post 18 opportunities. Every pathway is covered – from Traineeships and Intermediate, Advanced, Higher and Degree Apprenticeships, to every course taught at Further Education colleges, to every UK university course. 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.

#### **2. 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 4. 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 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.

### **3. 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.

### **4. Experience of Workplaces**

All Year 12 students take part in a workplace experience programme where they must engage in 5 days of a meaningful workplace experience through either a Virtual Programme and/or a physical workplace placement. This is intended to develop employability skills and an awareness of the world of work.

### **5. 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.

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

The PSHE curriculum at Key Stages 3 and 4 provides lessons on careers and future learning. All Year 11 pupils have a careers interview with a trained careers advisor. A trained careers advisor is also in attendance at the parents' evenings in Years 9-13. In addition, all pupil premium pupils in Years 10-13 will receive a careers interview over the course of the school year.

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.

### **Management of the Careers Programme**

Mr Peter Sunley, was appointed as the CEIAG Coordinator in September 2019, who, with the support of the school Senior Leadership Team will ensure the leadership and co-ordination of a high quality careers programme.

The CEIAG 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 Judy McCoy (appointed in September 2020), 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. Each year (as part of an annual review) the CEIAG coordinator presents back to the Governors on the delivery of the programme how well the needs of pupils are being met and overall progress in meeting the Gatsby Benchmarks. Appendix 1 contains the most recent CEIAG Governors dashboard, which highlights the key performance indicators and areas for discussion at the annual governor's review.

**QMGS CEIAG Dashboard – February 2021**

1. 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
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CEIAG in 2020-21		
<b>A lot is still happening</b>	Alumni Virtual Careers Meets Weekly Lunchtime MS Teams Live Events	Y12 Work Experience 5 days Virtual and or Live Experience
	Staff CPD on Unifrog (Jan 2021)	Careers Advisor at all online parents' evenings Year 9, 10, 11, 12 and 13
Careers lessons in the PSHE curriculum	Careers Interviews for all Year 11 pupils	Careers Advisor Drop-in days to support Year 13

Even with Covid-19 situation progress is still being made on the Gatsby Benchmarks				
Benchmark	Sep-19	Dec-19	Jan-20	Jan-21
1	29%	58%	64%	64%
2	40%	60%	60%	60%
3	54%	54%	63%	81%
4	75%	75%	75%	87%
5	100%	100%	100%	100%
6	50%	50%	50%	37%
7	37%	37%	37%	41%
8	50%	50%	50%	75%



CEIAG – rest of the academic year 2020-21		
<b>Focus on what we can do</b>	Push the Virtual Provision • Y12 Work Experience • Careers Fairs (GB 6)	Ensure all Y11- 13 Pupil Premium pupils to receive careers interview via drop-in days (GB 8)
Roll-out of Unifrog to all pupils via Form Periods and provide access to parents (GB 2,4)	Alumni Careers Meets Workshops and Talks (GB 2,3-5)	Integration of Unifrog and Compass + Tracking/Monitoring of CEIAG activities across the school (GB 3)

CEIAG Key Targets – Post-Covid-19 (2021-)			
Improving information on Apprenticeships and alternative training providers (GB 7)	Increased Parental Engagement with CEIAG (GB 1,2)	New QMGS CEIAG Website including a fully published whole-school careers programme and policy (GB 1)	Obtain some administration support for : - tracking and monitoring - Information provision
All pupils to have had a meaningful experience of a workplace by the end of year 11 (GB 6)	All pupils to have had at least two interviews with a professional careers adviser by the end of year 13 (GB 8) Funding for end of Year 12 Careers Interviews	Careers guidance to vulnerable pupils and special educational needs and disability (SEND) students. (GB 3)	Increase scope for QMGS Alumni to support CEIAG delivery (GB 2,3,4,5)