



Queen Mary's Grammar School

CEIAG policy

Approved by the LGB, February 2022

QMGS CEIAG Policy 2021-22

Policy updated:	February 2022
Policy to be reviewed:	July 2022
SLT CEIAG Lead:	Mr Graham Collins
Contact details:	01922, 720 696, gk-collins@qmgs.walsall.sch.uk
Careers Lead:	Mr Peter Sunley
Contact details:	01922, 720 696, ceiag@qmgs.walsall.sch.uk
Governor Lead:	Mr Richard Kirk
Alumni Officer:	Mrs Judy McCoy
Contact details:	01922, 720, 696, alumni@qmgs.walsall.sch.uk @qmgs1554alumni

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 2021-22 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 continued Covid-19 restrictions in 2021-22, 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 2021-22 academic year, all pupils will also have access to Unifrog which is a large online database of Post 16 and Post 18 opportunities. Access to Unifrog will also be provided to parents to support CEIAG discussions at home. 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 SLT Academic Review in January, which includes a Post-16/18 and CEIAG focus. In 2022-23 all Year 11 pupils will also have one-to-one interview with a trained careers advisor. A trained careers advisor also attends the parents' evenings in Years 8-13. In addition, all vulnerable learners (SEND/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. In 2021-22 all Year 12 pupils will also have a one-to-one interview with a trained careers advisor to support Post-18 decision making. 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 (SLT) will ensure the leadership and co-ordination of a high quality careers programme. The SLT CEIAG Lead is Mr Graham Collins. Mrs Reena Kang was appointed to the SEND Team in December 2020 and will provide 1 day per week of administrative support to the school's CEIAG 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 - January 2022

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
-----------------------------	---	---------------------------------------	---	--	------------------------------	---	----------------------

Significant progress on Gatsby Benchmarks

Benchmark	Sep-19	Jan-20	Jan-21	Jan-22
1	29%	64%	64%	100%
2	40%	60%	60%	100%
3	54%	63%	81%	81%
4	75%	75%	87%	68%
5	100%	100%	100%	100%
6	50%	50%	37%	100%
7	37%	37%	41%	83%
8	50%	50%	75%	100%

Other Key CEIAG Highlights in 2021-22

1. Significant Improvement on the Sixth-form Work Experience Programme via the Blended strategy
2. Administration support for tracking and monitoring and information provision
3. All pupils now enrolled to *Unifrog* and provision of parent access COMING SOON
4. Alumni Involvement - *Virtual Careers Meets*

What's to come in 2022-23 and beyond!

1. Post-Covid: greater face-to-face events.
2. Ability to track CEIAG Interventions for all pupils via *Compass+*
3. Priority work on CEIAG in the Curriculum (BM4)/*Whole-school Launch of CEIAG Programme* (Sept-22)
4. Aiming for the Quality in Careers Standard (2023-24)

The focus this academic year has been on:

1. **Implementing a CEIAG strategy and framework** that is built on strong foundations (a legacy) in line with the Gatsby Benchmarks.
 - CEC/Black Country Expertise and Guidance
 - Mercian Trust Collaboration
 - Investing in the CEIAG staffing and resource infrastructure *[remains a priority]*
2. **Covid-recovery and CEIAG intervention:**
 - Y11/13 Priority Careers interviews
 - All KS3-5 PP/SEND/Bursary pupils to have careers interview/advice

Note: The Jan-22 figures include all planned events/activities from the 2021-22 programme. Success on BM6 is still vulnerable to Covid