



Queen Mary's Grammar School

CEIAG policy

Approved by the LGB, Feb 2023

QMGS CEIAG Policy 2022-23

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| Policy updated: | February 2023 |
| Policy to be reviewed: | July 2023 |
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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)

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. See Appendix 2 for our Provider Access Policy.

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 2022-23 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. Progress on achieving the Gatsby Benchmarks is evidenced in Appendix 3 on the Governors Dashboard.

Key features of CEIAG provision:

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 website also has links to a wide range of CEIAG based resources aimed at pupils and parents. By the end of the 2022-23 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 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. During 2022-23 CEIAG related activities will be included as part of the new Form Time Personal Development programme for Years 7 -11. In Key Stage 5 many CEIAG related activities and topics are covered as part of the Sixth Form Tutorial Time programme. Throughout the school, CEIAG is also 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. National Careers Week in March has a number of events and whole school assemblies to raise the awareness of different career pathways.

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

An opportunity for pupils to gain some work experience is currently provided in Year 12. All Year 12 students take part in a workplace experience programme [The World of Work Week] where they must engage in a meaningful workplace experience through either a Volunteering placement and/or a physical workplace placement. This is intended to develop employability skills and an awareness of the world of work. The expectation is that all Year 12 pupils will arrange and attend a workplace placement during the World of Work Week [22-26th May, 2023]. All other work experience must take place in the school holidays. Placements during term time will only be authorised if there is

not an option to complete them during the school holidays or the World of Work Week. Proof of this along with a written letter to the Head of Sixth Form at least 3 weeks before the start date to request permission will be required.

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. This will then lead to an allocation of a priority one-to-one interview with a trained careers advisor where required. 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 2022-23 all Year 12 pupils will also have 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 Alex Hudson, Mrs Reena Kang was appointed to the SEND Team in December 2020 and provides 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 Prveen Kataria (appointed in 2022), 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 3 contains the most recent CEIAG Governors dashboard, which highlights the key performance indicators and areas for discussion at the annual governor's review.

Appendix 1 – Current CEIAG Programme – All Years [2022-23] as at Feb 2023

| Year Group | CEIAG in PSHE Lessons <i>(Delivered by Mrs McPhee)</i> | Form time | Assemblies and Careers Talks/National Careers Weeks | Careers within the curriculum <i>(CEIAG related activities)</i> | Careers Advice and Guidance | Other |
|------------|---|---|---|--|------------------------------------|--|
| Y7 | <p>Who am I? [Spring 2]</p> <ul style="list-style-type: none"> There are many factors that contribute to someone liking or disliking their job, beyond the job itself There are several factors to weigh up when choosing a career: one's strengths, personality, passions, intended lifestyle and personal values It is important to undertake a range of roles, responsibilities and experiences to add to one's CV (a document outlining one's qualifications and experiences that is submitted when applying for a job) | Unifrog and CEIAG activities as per Form Time Programme | <p>Visiting speakers/ Alumni Careers Meets 2022-23 will be arranged during the year for ad hoc assemblies and lunchtimes/pre-school alongside the provision in form time.</p> <p><i>National Careers Week Events/Activities</i></p> | Subject departments offer a range of activities and experiences linked to CEIAG. | | NHS Step Up Competition during National Careers Week |
| Y8 | <p>Workplace behaviour and culture [Spring 2]</p> <ul style="list-style-type: none"> Our behaviour in the workplace should be governed by the following: the law, the code of conduct for our workplace and/or standards stipulated in our job contract, our personal values and unwritten social rules The way we behave in the workplace can impact upon ourselves, our colleagues, the organisation we work for and wider society Every behaviour we exhibit contributes to a workplace culture, and if repeated by enough colleagues, becomes a normal mode of behaviour for that workplace | Unifrog and CEIAG activities as per Form Time Programme | <p>Visiting speakers/ Alumni Careers Meets 2022-23 will be arranged during the year for ad hoc assemblies and lunchtimes/pre-school alongside the provision in form time.</p> <p><i>Green Careers Week Events/Activities</i> <i>National Apprenticeship Week Events/Activities</i> <i>National Careers Week Events/Activities</i></p> | Subject departments offer a range of activities and experiences linked to CEIAG. | Careers Advisor at Parents Evening | NHS Step Up Competition during National Careers Week |

| | | | | | | |
|----|---|---|---|--|--|--|
| Y9 | <p>Strengths, skills and attributes [Spring 2]</p> <ul style="list-style-type: none"> • The most effective workplace teams comprise a wide range of strengths, skills and attributes, and no one person is expected to possess every single desirable quality • A diverse range of people (in relation to the protected characteristics of the Equality Act 2010) can contribute a range of perspectives to the workplace and therefore greater creativity, ideas, problem-solving and productivity • It is important to be aware of one's own strengths, skills and attributes, be unafraid to acknowledge them, but also identify and work on any gaps | Unifrog and CEIAG activities as per Form Time Programme | <p>Visiting speakers/ Alumni Careers Meets 2022-23 will be arranged during the year for ad hoc assemblies and lunchtimes/pre-school alongside the provision in form time.</p> <p><i>National Careers Week Events/Activities</i></p> | Subject departments offer a range of activities and experiences linked to CEIAG. | <p>Careers Advisor at Parents Evening</p> <p>All PP and SEND Pupils to receive a Careers Guidance Interview</p> <p>HoY Can Refer as part of intervention</p> | NHS Step Up Competition during National Careers Week |
|----|---|---|---|--|--|--|

| Year Group | CEIAG in PSHE Lessons (Delivered by Mrs McPhee) | Off-timetable events | Form time | Assemblies and Careers Talks | Careers within the curriculum (CEIAG related activities) | Careers Advice and Guidance | Other |
|------------|---|---|---|---|--|---|---|
| Y10 | <ul style="list-style-type: none"> Themes covered (and when): tbc | Y10 Your Future Days (July) - Alumni/CEIAG Conversations Skills Workshop, | Unifrog and CEIAG activities as per Form Time Programme | <p>Visiting speakers/ Alumni Careers Meets 2022-23 will be arranged during the year for ad hoc assemblies and lunchtimes/pre-school alongside the provision in form time.</p> <p><i>National Careers Week Events/Activities</i></p> | Subject departments offer a range of activities and experiences linked to CEIAG. | <p>Careers Advisor at Parents Evening</p> <p>All PP and SEND Pupils to receive a Careers Guidance Interview</p> <p>HoY Can Refer as part of intervention</p> | <i>Step-Up Oxford Programme</i> |
| Y11 | <ul style="list-style-type: none"> Themes covered (and when): tbc | Attend at lunchtime – HE/Careers Fair | Unifrog and CEIAG activities as per Form Time Programme | <p>Visiting speakers will be arranged throughout the year for ad hoc assemblies and lunchtimes/pre-school</p> <p>Alumni Careers Meets 2022-23 (<i>Programme tba</i>)</p> | Subject departments offer a range of activities and experiences linked to CEIAG. | <p>Careers Advisor at Parents Evening</p> <p>Y11 SLT Interviews (Jan) and HoY referrals to Careers Advisor.</p> <p>All PP and SEND Pupils to receive a Careers Guidance Interview</p> | <p>Year 11 Next Steps/Post-16 pathways presentation</p> <p><i>Step-Up Oxford Programme</i></p> <p>Post-exams Virtual Workplace Experience Programme</p> |

| Year Group | Off-timetable events | Form time | Assemblies and Careers Talks | Careers within the curriculum <i>(CEIAG related activities)</i> | Careers Advice and Guidance | Other |
|------------|---|--|---|---|---|-------|
| Y12 | Y12 HE Fair (Mar) <ul style="list-style-type: none"> • Must ensure have FE colleges included Y12 UCAS Day (July) | Form Time Schedule Regular Programme in Year assembly throughout the year of guest speakers from Employers and Higher Education Providers. All sixth form welcome to attend: <ul style="list-style-type: none"> • Alumni Careers Meets 2022-23 <i>(Programme tba)</i> • <i>Careers Talks and events as arranged</i> NEED Apprenticeship talk | Subject departments offer a range of activities and experiences linked to CEIAG. All pupils receive a regular bulletin from Mr Sunley on CEIAG related opportunities | Careers Advisor at Parents Evening Y12 Careers Interviews All pupils to have a Careers Guidance/Next Steps interview with a trained and impartial careers advisor (Jun-July/Sept) | Y12 Futures Evening Oxford step up programme Y12 Workplace Experience/World of Work Week - Medicine and Oxbridge Preparation Events/MedSoc | |
| Y13 | | Form Time Schedule – Regular Programme in Year assembly/Form period throughout the year of guest speakers from Employers and Higher Education Providers. All sixth form welcome to attend: <ul style="list-style-type: none"> • Alumni Careers Meets 2022-23 <i>(Programme tba)</i> • <i>Careers Talks and events as arranged</i> | Subject departments offer a range of activities and experiences linked to CEIAG. All pupils receive a regular bulletin from Mr Sunley on CEIAG related opportunities | Careers Advisor at Parents Evening Y13 Careers Interviews (Intervention/support) | Medicine and Oxbridge Preparation Events/MedSoc Summer Internship Opportunities (Bright Network – July) | |

Queen Mary’s Grammar School: 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 students 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 13 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 pupils during the ‘first key phase’ (year 8 to 9) and two encounters for students during the ‘second key phase’ (year 10 to 11). For students in the ‘third key phase’ (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

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 pupils using the [Making it meaningful checklist](#).

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

Destinations of our students

Last year our Year 11 students moved on to a range of Post-16 pathways:

| Pathway | % |
|------------------|------|
| QMGS Sixth-form | 90.6 |
| Other sixth form | 6.0 |
| FE College | 3.4 |

Last year our Year 13 students moved on to a range of Post-18 pathways:

| Pathway | % |
|--------------------------------|------|
| University | 83.1 |
| Apprenticeship (Degree/Higher) | 1.4 |
| Gap Year/Reapplying | 9.7 |
| Other | 5.8 |

Management of provider access requests

Procedure

A provider wishing to request access should contact the CEIAG Coordinator via the details below.

Telephone: 01922 720696

Email: enquiries@qmgs.merciantrust.org.uk

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) 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 contact our CEIAG Coordinator to identify the most suitable opportunity for you.

Year 8 – Summer Term – STEM careers event with Technical Education Providers and/or Apprenticeship Providers

Year 9 – Spring Term – KS4 Options Event (Feb). Overview of QMGS process; Walsall Studio School presentation on technical pathways with Q&A opportunity.

Year 10 – Summer Term - The 'QMGS Apprentice' event – presentation from The Apprenticeship Support & Knowledge for schools and colleges programme (ASK programme) along with Q&A with apprenticeship providers and recent Alumni apprentices

Year 11 – Autumn Term - Post 16 technical education options assembly with Walsall Studio School

Year 12 – Spring Term - Higher Education fair for a variety of HE providers including local FE Colleges and Higher/Degree Apprenticeship Providers

Year 13 – Autumn/Spring Terms - Post 18 Apprenticeships assemblies with higher and degree apprenticeship providers.

Premises and facilities

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. This will all be discussed and agreed in advance of the visit with the CEIAG Coordinator or the Senior Leader with CEIAG responsibilities.

Meaningful online engagement is also an option and we are open to providers that are able to.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the school reception or sent to ceiag@qmgs.merciantrust.org.uk so that they can be shared with the wider school community.

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

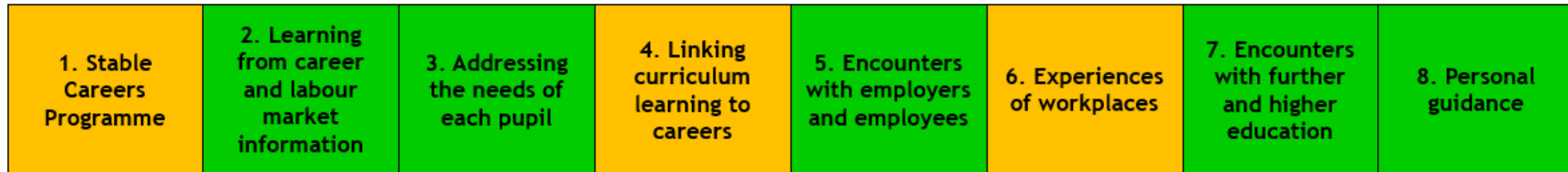
Approval and review

Approved [date] by Local Governing Board

Next review: [date]

Signed: [name] Chair of Governors [name] Head teacher

QMGS CEIAG Dashboard - January 2023



| Continued progress on Gatsby Benchmarks | | | | |
|---|--------|--------|--------|--------|
| Benchmark | Sep-19 | Jan-21 | Jan-22 | Jan-23 |
| 1 | 29% | 64% | 100% | 94% |
| 2 | 40% | 60% | 100% | 100% |
| 3 | 54% | 81% | 81% | 100% |
| 4 | 75% | 87% | 68% | 68% |
| 5 | 100% | 100% | 100% | 100% |
| 6 | 50% | 37% | 100% | 75% |
| 7 | 37% | 41% | 83% | 100% |
| 8 | 50% | 75% | 100% | 100% |

| CEIAG Highlights from last 12 months | CEIAG – the next 12 months+ |
|---|--|
| <ol style="list-style-type: none"> 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 Year 12 pupils (current Y13) had Careers Guidance Interviews for the very first time 4. National Careers Week | <ol style="list-style-type: none"> 1. Greater collaboration with the other Mercian Trust schools 2. Careers Champions Programme [Student Voice] 3. Embed a Form Time Programme for CEIAG 4. BM4 – Greater progress 5. Aiming for the Quality in Careers Standard (2024-25) |

Key Priorities:

1. Provider Access Legislation (PAL) - January 2023

- schools must provide at least six encounters for all their students
 - *two in Years 8 and 9,*
 - *two in Years 10 and 11 (all pupils in these year groups will be expected to access these encounters)*
 - *two in Years 12 and 13 (encounters need to be made available to all students in these year groups).*
- *Careers guidance from Year 8 onwards*

2. Greater Investment in CEIAG Resources

- Recruitment of FT CEIAG Operations Manager

2. World of Work Week (22nd – 26th May, 2023)

- Support of LGB in offering placements for this week

Note: The Jan-23 figures include all planned events/activities from the 2022-23 programme.