

# King Arthur's School



## Careers IAG Policy

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| <b>Version no.</b>                  | 1.1        |
| <b>Adopted date:</b>                | March 2022 |
| <b>Signature of Headteacher:</b>    | J Jacklin  |
| <b>Signature of Governing body:</b> |            |
| <b>Next review date</b>             | March 2025 |



## Careers Education, Information, Advice and Guidance Policy

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*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018*

Adopted by the Governing Body:

Compliance Check:

Review Period: 3 Years

Review Date:



## Careers Education, Information, Advice and Guidance Policy

### 1.0 School Vision

- 1.1 King Arthur's School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principles document makes direct reference to developing:

*'knowledge, skills and attributes they (King Arthur's School students) need to lead successful and happy lives'*

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

### 2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at King Arthur's School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor or Careers Lead.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. Students should be aware of local, national and international labour market information (LMI) and opportunities to support their decision making. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.



### **3.0 Objectives:**

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- 3.1.1 To ensure that all students at the school receive a stable careers programme.
  - 3.1.2 To enable all students to learn from information provided by the career and labour market both local, national and international.
  - 3.1.3 The CEIAG programme should be individual and address the needs of each student.
  - 3.1.4 To link the curriculum learning to careers learning.
  - 3.1.5 To provide students with a series of encounters with employers and employees.
  - 3.1.6 To provide students with experiences of workplace(s).
  - 3.1.7 To ensure that students have a series of encounters with further and higher education, both local and from further afield.
  - 3.1.8 To provide each student with the opportunity to receive personal guidance.

### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11.
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
  - 4.1.3 This advice must cover a range of education or training options, including apprenticeships, traineeships, full and part time education at college and sixth form.
  - 4.1.4 This guidance must be in the best interests of the pupil.
  - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy.
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3.
- 4.3 King Arthur's School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons beyond that of the local area, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. This will be encouraged at King Arthur's School through events, talks and activities (eg the Aspire programme, PSHRE, tutor-time activities, links with alumni).
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted).



## **5.0 Governor Responsibilities**

5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers from the local area as well as, when appropriate, national and international providers to access pupils in Years 7 – 11.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them 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.

6.2 All pupils in years 7-11 are entitled:

6.2.1 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, not limited to those available in the local area

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events;

6.2.3 to understand and be supported to make applications for the full range of post-16 academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## **7.0 Monitoring, Evaluation and Review**

7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored.

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

7.2 The effectiveness of this policy will be measured in a variety of ways:



- 7.2.1 Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey;
- 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- 7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.3 The governors of King Arthur's School will review this policy every three years.



## The Gatsby Benchmarks

## Appendix 1

|                                                             |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. A stable careers programme</b>                        | <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>                                                                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul> |
| <b>2.Learning from career and labour market information</b> | <p>Every student, 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.</p>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>                                                                                                                                                                                                                              |
| <b>3.Addressing the needs of each student</b>               | <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li><input type="checkbox"/> All pupils should have access to these records to support their career development.</li> </ul>                                                                                                                                                                                         |



|                                                        |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        |                                                                                                                                                                                                                                                                      | <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.                                                                                                                                                                                                                                                                                                 |
| <b>4. Linking curriculum learning to careers</b>       | 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.                                                                                            | <input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.                                                                                                                                                                                                                       |
| <b>5. Encounters with employers and employees</b>      | Every student 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. | <input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.<br><br>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.                                                                                                                                    |
| <b>6. Experiences of workplaces</b>                    | Every student 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.                                                           | <input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.                                                                                                                                                                                                                                                                                     |
| <b>7. Encounters with further and higher education</b> | All students 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.                                          | <input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.<br><br>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. |



**8. Personal guidance**

Every student should have opportunities for guidance interviews with a career 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.

☐ Every pupil should have at least one such interview by the age of 16.

## King Arthur's School Careers Provision

## Appendix 2

Our careers offer is delivered in a variety of ways, which we review and adapt each year (**GB2**). These events include specific activities and events (eg: attendance of the local careers fair), 1:1 interviews, group work and through PSHRE lessons and activities. All students will also have links to careers and employability skills highlighted and taught to them through the curriculum (**GB4**).

At King Arthur's School we are fully committed to providing a detailed, varied and employment focused careers programme which fully meets each of the Gatsby Benchmarks.

Students can expect the following as part of our developing stable careers programme (**GB1**).

| Year   | Careers provision                                                                                                                                                                                                                                                                                                                                                 | Gatsby benchmarks                                         | Available to all                                                                                                                                                                                                     |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7 | Opportunity to meet with the careers advisor on a 1:1 basis<br><b>PSHRE focus:</b><br>Activities on identifying career aspirations and the link between values and career choices                                                                                                                                                                                 | <b>GB3, GB8</b>                                           | Regular careers-focused tutor time activities and careers weeks including:                                                                                                                                           |
| Year 8 | Opportunity to meet with the careers advisor on a 1:1 basis<br><b>PSHRE focus:</b><br>Activities on understanding key information about employment and self-employment<br>Understanding how to access voluntary opportunities (and the merits of this)<br>Setting aspirational goals for future careers<br>Activities challenging expectations that limit choices | <b>GB3, GB8</b>                                           | <b>September</b> – International translation day <b>GB4</b><br><br><b>October</b> – World Space week<br><br><b>November</b> – STEM focus <b>GB4</b><br><br><b>December</b> – Discovering creative careers <b>GB4</b> |
| Year 9 | Opportunity to meet with the careers advisor on a 1:1 basis<br>South Somerset Careers Fair trip<br>World of Work qualification (available to small groups)<br>GCSE choices events and 1:1 meetings (both with the careers advisor and a member of SLT) and consequent post-16 options<br><b>PSHRE focus:</b>                                                      | <b>GB3, GB8</b><br><b>GB7</b><br><b>GB6</b><br><b>GB3</b> | <b>January</b> – International Day of Women and Girls in Science                                                                                                                                                     |



|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|         | Activities on managing feelings relating to future employment and work<br>Goal setting – working towards aspirational, meaningful and realistic goals for the future<br>Employability rights and responsibilities<br>Skills for enterprise and employability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                   | <b>February</b> – Fair trade week<br><br><b>March</b> – National Careers Week                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Year 10 | A minimum of 1 individual (1:1) meeting with the careers advisor<br>South Somerset Careers Fair trip<br>Opportunity to attend the National Apprenticeship Show (South)<br>Alumni days – meeting ex KA students and finding out about their career pathways<br>Opportunity to take an employability and leadership qualification – external provider<br>Work experience week (Summer)<br>Opportunity to attend What University? And What Career? Live virtual event<br><b>PSHRE focus:</b><br>How to evaluate strengths and weaknesses in relation to career developments<br>Learning about opportunities in learning and work strategies<br>Responsibilities in the workplace<br>How to evaluate and build on the learning from work experience                                                  | <b>GB3, GB8</b><br><br><b>GB7</b><br><b>GB7</b><br><br><b>GB5</b><br><br><b>GB5, GB6</b><br><br><b>GB6</b><br><b>GB5, GB7</b>                                                     | <b>April</b> – how do our subjects link in to careers? <b>GB4</b><br><br><b>May</b> – International Nurse's Day (NHS careers)<br><br><b>June</b> – Steps towards our future (assembly)<br><br><b>July</b> – Careers related to sport <b>GB4</b><br><br>Opportunity to join careers cafes (lunch times – commencing after October half term) – including talks from local post-16 providers and employers across a range of sectors <b>GB2, GB5</b>                                                                        |
| Year 11 | A minimum of 1 individual (1:1) meeting with the careers advisor<br>South Somerset Careers Fair trip<br>Opportunity to attend the National Apprenticeship Show (South)<br>Taster days at local providers<br>Post-16 talks from all of the local providers<br>Pop-up careers events<br>Employability talk – external speaker<br>Alumni days – meeting ex KA students and finding out about their career pathways<br>Prefect and volunteering opportunities<br><b>PSHRE focus:</b><br>How to make good applications and CVs – workshops run by local post-16 providers and the careers advisor<br>Interview technique practice and development<br>Understanding rights, responsibilities and challenges relating to working part time whilst studying (and how to create a good work-life balance) | <b>GB3, GB8</b><br><br><b>GB7</b><br><b>GB5, GB7</b><br><br><b>GB7</b><br><b>GB7</b><br><b>GB5, GB7</b><br><b>GB5</b><br><b>GB5</b><br><br><b>GB7, GB8</b><br><br><b>GB5, GB8</b> | Bespoke small-group trips to local post-16 providers, providing taster days and sessions <b>GB3, GB5</b><br><br>Bespoke small-group trips to local employers and careers events related to ambition <b>GB3, GB5, GB6</b><br><br>Employer encounters through assemblies and PSHRE events <b>GB2, GB5</b><br><br>Opportunities to attend online courses, careers talks and work experience as advertised to students through the Careers GoogleClassroom page eg: Somerset TalentEd Academies ( <b>GB2, GB3, GB5, GB7</b> ) |

# **Application for Provider Access**

# **Appendix 3**

## **Introduction**

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them 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 pupils in years 7-11 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.

## **Management of provider access requests**

### **Procedure**

A provider wishing to request access should contact Philippa Huggins.

Telephone: 01963 32368

Email: [Philippa.Huggins@kingarthurs.org.uk](mailto:Philippa.Huggins@kingarthurs.org.uk)

### **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed on our careers board and shared with students via tutor time.