



Grays Convent

HIGH SCHOOL

Careers Education, Information, Advice & Guidance Policy (CEIAG)

This Policy was adopted by the Governing Body Summer 2023

This Policy will be reviewed annually, and in Summer 2024, or as guidance changes.

Careers Education Information Advice and Guidance Leader: Miss D Hector

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Mission statement

Our Mission Statement at Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

The Aims of this policy

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

School's Intent for CEIAG

Grays Convent seeks to maximise the life chances of all of our young women inspiring them with ambition to achieve excellence and so it is crucial to prepare them for life beyond school and college so that they may 'make the most of their God given talents'. Our curriculum intent statement, which covers the CEIAG curriculum, identifies that we intend to:

- Provide a broad and balanced education for all girls both in and out of the classroom;
- Have a high academic ambition for all girls;
- Promote a positive attitude towards learning;
- Be coherently planned and sequenced, building on the knowledge and skills gained at KS2 and towards cumulatively sufficient knowledge for skills and future learning and employment post KS4;
- Enable girls to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support girls' spiritual, moral, social and cultural development and reflect our Christian ethos and Mission Statement;
- Support girls' physical and emotional development enabling them to take responsibility for their own health and wellbeing;
- Ensure equal access to learning for all girls, with high expectations for every pupil and appropriate levels of challenge and support;
- Equip girls with the knowledge and cultural capital they need to succeed in life;
- Provide subject choices that support girls' learning and progression, and enable them to work towards achieving their goals;
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the English Baccalaureate, as well as R.E to GCSE, reflecting our Catholic nature and in line with the Religious Education Curriculum Director;
- Develop girls' independent learning skills and resilience, to equip them for further/higher education and employment;
- Cater for the needs of individual students from all ethnic and social groups, as well as providing strong role models for young women to aspire to;

- Make use of the crucial role which parents/carers and past students play in young women's' education and encourage parental involvement in the educational process.

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects as outlined in the Careers Plan in Appendix 2.

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training, post 16 and 18, in Appendix 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 at Grays Convent, as well as meeting our curriculum intent.

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 following the end of Year 11 and GCSE exams, the policy is still applicable.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find by clicking [here](#).

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found by clicking [here](#).

Linked policies

Curriculum statements and curriculum intent <https://www.graysconvent.school/curriculum-intent>

SEN Policy

<https://static1.squarespace.com/static/5d1a13cccf0914000188611b/t/609cec6e3593ea0a46751411/1620896879153/SEND+Policy+-+Spring+2021.pdf>

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Miss Hector, whose details are on the front of this policy . Our careers leader will work closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our Governing Body

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The Governing Body

The Governing Body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

- Make sure that arrangements are in place for the school to meet the legal requirements of the ‘Baker Clause’, including that the school has published a provider access policy statement.

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks (Appendix 1)**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered (implementation) through a number of methods, including: PSHEC lessons and tutor-led discussion, Rise Above day which could include guest speakers and group levels access to our Careers coordinator , displays, events, trips and visits.

4.1 Pupils with special educational needs or disabilities (SEND) or EAL

We expect that the majority of pupils with SEND/EAL will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND/EAL and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND/EAL that is not also offered to our pupils with SEND/EAL.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website and on this document including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Miss Hector on hectord@graysconvent.thurrock.sch.uk

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Pupil surveys; leavers' information; feedback from pupils, parents, teachers and employers; evaluations of the curriculum and reviews of pupils books .

Monitoring, Evaluation and Review

The Governing Body of Grays Convent High school will review this policy annually unless guidance changes.

WHAT ARE THE GATSBY BENCHMARKS?

Gatsby Benchmark

1

A stable careers programme

Gatsby Benchmark

2

Learning from labour market information

Gatsby Benchmark

3

Addressing the needs of every pupil

Gatsby Benchmark

4

Linking curriculum learning to careers

Gatsby Benchmark

5

Encounters with employers and employees

Gatsby Benchmark

6

Experiences of workplaces

Gatsby Benchmark

7

Encounters with further and higher education

Gatsby Benchmark

8

Personal guidance

<p>1. A stable careers programme</p>	<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"> ☑ 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. ☑ 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. ☑ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<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"> ☑ 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. ☑ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<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"> ☑ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ☑ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ☑ All pupils should have access to these records to support their career development. ☑ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> ☑ 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.

<p>5.Encounters with employers and employees</p>	<p>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.</p>	<p>☑ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*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.</p>
<p>6.Experiences of workplaces</p>	<p>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.</p>	<p>☑ 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.</p> <p>☑ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7.Encounters with further and higher education</p>	<p>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.</p>	<p>☑ 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.</p> <p>☑ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8.Personal guidance</p>	<p>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.</p>	<p>☑ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

Gatsby Benchmarks are reviewed using Compass +

Grays Convent High School Careers Provision Map Appendix 2

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Introduction to Careers Adviser Meet the employer/ Alumni speakers Research online careers websites e.g. careerspilot.org.uk and researching different careers pathways. National Careers Week PSHEC programme : Goal setting Finance education : the function & role of money, budgeting & managing risks Careers on RAD: team work and enterprise skills Equality of opportunity in careers & patterns of work</p>	<p>Rise Above Day: Enterprise & Eco Activity Introduction to LMI. Rise Above Day : Careers Adviser activity on my strengths CareersReady Masterclasses. 1x PAL activity Visiting employers/ Alumni speakers. PSHE Programme of study : Equality of opportunity in careers & patterns of work</p>	<p>College Taster Days/ Employer visits The importance of LMI Careers Adviser individual discussions 1x PAL employer encounter activity Apprenticeship presentation ASK programme. Careers websites exploration. CareersReady masterclasses. Options evening and Pathways. Explore choices at 14+. PSHE Programme & RAD programme : routes into... architecture, film & civil engineering</p>	<p>University visit via Make Happen. Apprenticeship week. 1x PAL activity : employer encounter re. Post 16 choices Apprenticeships assemblies Ask programme. College Taster Days/ Employer visits/ Alumni speakers. FE Taster Days visits. Individual Careers Interview. Exploring web sites on careers www.ucas.com/careers/buzz LMI research PSHE Programme & RAD programme : career action planning routes into... health industries, working with animals..</p>	<p>Mock interview Day. Employer visits. 1x PAL activity : employer encounter re post 18 opportunities & finance FE Taster Days/College Further Education evenings/ Open days University. University visits Make Happen. Individual Careers Interview Alumni speakers assemblies. Participation in Apprenticeship week Apprenticeship Week assemblies ASK Programme. Assembly presentations for Sixth Form Providers. Exploring careers websites for support. LMI knowledge in the local area and jobs of the future.</p>