



Grays Convent

HIGH SCHOOL

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

This Policy was adopted by the Governing Body Summer 2020

Compliance Check: September 2021

Review Period: 3 Years

This Policy will be reviewed in Summer 2023 or as guidance changes.

Appendix 1	Summary of the Gatsby
Appendix 2	Grays Convent Careers Provision

Linked policies

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

Provider Access Policy

<https://static1.squarespace.com/static/5d1a13cccf0914000188611b/t/6152d9dc2254560f05019a68/1632819677307/Provider+Access+Policy+-+Autumn+2021.pdf>

SEN Policy

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

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, July 2021

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Updated 15 July 2021

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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.

School Vision 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 identifies that:

Our curriculum intends 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.

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.

Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 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. Work is set for each subject on Google Classroom and give pupils the opportunity to begin to develop learning and understanding at a post 16 level of study.
- 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, July 2021)
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- 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
- 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.
- <https://static1.squarespace.com/static/5d1a13cccf0914000188611b/t/5de4ec167b2acb00e7eb152b/1575283740153/Provider-Access-Policy---Autumn-2017.pdf>
- 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.
- All members of staff at Grays Convent 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 Lead as it delivered in a variety of different ways by staff and by external providers including Dawn Ritchie our Careers advisor.

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. 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.

Objectives of this policy

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning

- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- 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
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. See our Provider Access Policy.
- This policy and these arrangements must be published
<https://static1.squarespace.com/static/5d1a13cccf0914000188611b/t/5de4ec167b2acb00e7eb152b/1575283740153/Provider-Access-Policy---Autumn-2017.pdf>
- 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.
- Grays Convent 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, 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 women, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 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 (Careers and Enterprise Company, Ofsted).
- The SENCo will liaise with the external Careers Adviser, providing relevant details of individual needs. Parents may be invited to their daughter's careers interview if necessary. The SENCo will also put forward to the Careers Adviser the names of SEND pupils' who would benefit by being fast tracked for a careers interview in school.
- SEND pupils' careers action plans from the Careers Adviser will be shared with the SENCo.
- SEND pupils will be supported by an LSA when preparing their application to Sixth Form/college.
- LSA's are in place to support in career events in school, such as 'Mock interview day', interviewers beforehand about SEND pupils individual needs and accompany SEND students on a visit to a local sixth form if they require the support.
- Pupils with English as an additional language and limited English language skills, will be made aware of and supported in applying for the ESOL course (English for Speakers of Other Languages) at South Essex college.

Governor Responsibilities

- 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 based on the eight Gatsby Benchmarks and meets the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement, see above.

Provider Access

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.

All pupils in years 7-11 (at GCHS) 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, PSHEC lessons and tutor time and group discussions and taster events, especially in Rise above Days;
- to understand how to make applications for the full range of academic and technical courses.

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- copy in provider access policy

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.

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- the work of the CEIAG coordinator and CEIAG events are supported and monitored;
- time is protected to attend events such as the 11-19 strategy, CEC meetings, Careers Ready Programme events and the Thurrock Careers Hub meetings.
- the CEIAG coordinator reports back regularly to Leadership Forum, the Rise Above day delivery team and PSHEC teams prior to this event and KS3 PSHEC delivery
- a member of the Senior Leadership Team has an overview of CEIAG work and works with the CEIAG leader to report regularly back to the team and the full Governing Body at each meeting.

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

- Feedback from stakeholders through mechanisms such as parent surveys, Brighter Futures Surveys, the school council, event surveys, Leadership Forum Governors meetings.
- Feedback from external visitors to the school such as the CEC link advisor, Ofsted, Careers ready programme and the Thurrock careers hub.
- The number of students who are NEET as identified by the Local Authority 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, and through discussion at the 11-19 Strategy group.

The Governing Body of Grays Convent High school will review this policy every three years, unless guidance changes.

<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.

		<p>☑ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<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>	<p>☑ 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>
<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>

		*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, and the opportunity for a further interview by the age of 18.

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Introduction to Careers Adviser • Meet the employer. • Alumni speakers • Research online careers websites e.g. careerspilot.org.uk • Research different careers pathways. • National Careers Week assembly. • PSHE Programme of study Living in the Wider World. 	<ul style="list-style-type: none"> • Enterprise Activity morning Rise Above Day. • Introduction to LMI. • Introduction to National Careers Service website. • CareersReady Masterclasses. • Visiting employers • Alumni speakers. • PSHE Programme of study Living in the wider World. 	<ul style="list-style-type: none"> • College Taster Days visits/virtual • University visits via Make Happen. • The importance of LMI • Apprenticeship presentation ASK programme. • Careers websites exploration. • Careers Adviser talk. • CareersReady masterclasses. • Options evening and Pathways. • Explore choices at 14+. • Careers interviews for identified pupils. • PSHE Programme of study Living in the Wider World. 	<ul style="list-style-type: none"> • Opportunity Thurrock virtual/or venue visit. • Apprenticeship week. • National Careers week assembly. • Apprenticeships assemblies Ask programme. • Employer visits • Alumni speakers. • FE Taster Days visits. • Careers Interview. • Assembly of Routes after 16. • Finance Assembly. • Exploring web sites on careers www.ucas.com/careers/buzz. • Careerspilot web site. • wwwprospects. • National careers service. • Opportunities for virtual work experience. • LMI research. 	<ul style="list-style-type: none"> • Mock interview Day. • Employer visits. • FE Taster Days/College Further Education evenings/ Open days University. • University visits Make Happen. • Alumni speakers assemblies. • National Careers website. • Participation in Apprenticeship week • National Careers 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.