



Ripon Grammar School

Careers Education, Information, Advice and Guidance Policy

General Statement

This policy has been adopted as a mark of the importance that Ripon Grammar School places on education and guidance in order to prepare students for challenges in their future lives. It is recognised that an effective CEIAG programme can help to inspire and motivate young people to achieve their full potential. It can contribute to achievement and inclusion by raising aspirations, challenging stereotypes and enabling young people to make realistic and informed choices about their futures through consideration of a broad and ambitious range of education and employment options.

Context

The statutory guidance issued in October 2018, "Careers guidance and access for education and training providers", confirms the aims of the December 2017 Careers Strategy to make sure that all young people in secondary school receive a programme of advice and guidance which is stable, structured and delivered by individuals with the right skills and experience. The January 2021 White Paper, Skills for Jobs: Lifelong Learning for Opportunity and Growth, further identifies the need to ensure that post-16 education and career provision are closely aligned to employer and industry requirements, and afford opportunities for diverse training routes towards acquiring the skills needed for the effective achievement of the needs of individuals, employers, industry and the economy alike.

To achieve these goals, additional non-statutory guidance sets out that every school and academy providing secondary education should use the Gatsby Benchmarks to develop and improve their careers provision, in line with the expectations for best practice. The eight criteria define the key elements of what constitutes an excellent careers programme, based on national and international research, and endorse close collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations, in order to give young people more opportunities to connect with employers of all sizes and from all sectors. The careers programme will be led by a Careers Leader, with overall responsibility for the coordination of CEIAG – Careers Education, Information, Advice and Guidance.

Quality of provision will be evaluated in relation to the eight benchmarks, as follows:

1. Provision of an embedded and stable programme of careers education and guidance.
2. Access for students and parents to good quality information about future study options and labour market opportunities.
3. A programme which addresses the needs of each student and which embeds equality and diversity.

4. Curriculum learning which is successfully linked to CEIAG.
5. Opportunities for students to have regular encounters with employers and employees in order to learn about work, employment and the skills which are valued in the workplace.
6. First-hand experiences of the workplace for students through work visits, work shadowing and work experience to help their exploration of career opportunities.
7. Opportunities for all students to understand and learn about the full range of learning pathways which are available, including academic and vocational routes, and learning in schools, colleges, universities and in the workplace.
8. Every student should have opportunities for guidance, both with internal and external Careers Advisers.

Definitions

CEIAG refers to a coherent programme of careers education supported by personalised information, advice and guidance tailored to the individual needs of the student. Together they equip young people with the knowledge and skills that they need to make realistic and informed choices about their own progression through learning and work.

Careers Education refers to careers teaching and learning which helps young people to develop the knowledge, confidence, attitudes, aspirations and skills that they need to make well informed choices and plans that enable them to progress smoothly into further learning and work.

Careers Information refers to the range of career and course related material that can be readily accessed by students

Careers Advice and Guidance refers to targeted interventions to meet the individual needs of the student. This includes face-to-face interviews, group work, and the use of carefully selected on-line resources. This is delivered by school staff supplemented by a range of independent sources including external careers advisers, employers, educational establishments, alumni and other organisations.

Aims

Our aims are to:

- equip students with the knowledge, skills and attributes that they need to make informed decisions about their learning and work through a cohesive programme of careers education.
- support students through personalised information, advice and guidance to enable them to build up the confidence to take charge of their career development and effectively manage their own progression through learning and work.
- inspire students to consider a broad and ambitious range of options and to move on to achieve their full potential.

Objectives

At the end of each key stage learners should be able to:

- understand themselves and the influences on them - **self knowledge**

- investigate opportunities in learning and work – **career exploration**
- make and adjust plans to manage change and transition – **career management**

Content and Delivery

The CEIAG programme is made up of the following elements:

- a planned programme of careers education across each key stage
- impartial careers advice and guidance from both in-house and external sources
- opportunities to experience the workplace and develop employability skills
- provision of an extensive range of information about employment and education options including labour market information, entry requirements and progression routes.

Delivery is through a combination of discrete careers education, integrated and embedded careers education within subjects, extended provision including workplace experiences, enterprise initiatives, employer engagement and personalised information, advice and guidance as follows:

In **key stage 3** careers education is delivered as part of the Personal, Social, Health and Citizenship Education (PSHCE) programme and within tutorial periods. All pupils are introduced to the careers library and given the opportunity to use paper based and on-line resources. Personalised information, advice and guidance is offered to individuals and small groups of pupils identified by the Head of Lower School, teaching staff and by self-referral.

In **key stage 4** careers education is delivered in form time by tutors supported Careers staff. All pupils prepare for, and participate in, a work experience placement intended to develop employability skills and an awareness of the world of work. In the 5th form impartial information and advice is provided by an external adviser to all students and their parents on the full range of education and training options. Wherever needed, this includes individual face-to-face advice and guidance to support the best interests of the students as they consider their post-16 options and beyond.

In **key stage 5** careers education is delivered within tutorial periods by form tutors supported by the careers department and is included within the enrichment and Plus One programmes. Information on the full range of post-18 options is provided from a variety of sources and targeted sessions are offered to specific groups or students according to their interests.

All 6th form students have the opportunity of work experience placements, community service and practice interviews and are encouraged to attend additional external events which are appropriate to their specific career development needs. All students are offered ongoing individual careers advice and guidance and are encouraged to be proactive in seeking out opportunities to help inspire and motivate them to achieve their full potential.

Throughout the school careers education is also delivered through subject teaching and cross curricular projects. 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. Tutors deliver a series

of modules provided within Start Profile and aimed at particular year groups, ensuring an ongoing and developmental delivery of employability skills.

The school works together with employers and other educational establishments to broaden horizons and motivate students to develop high aspirations. There are regular opportunities for pupils to have 'meaningful' encounters with employers and to meet representatives from the workplace for inspiration and advice in a broad range of careers. Speakers from different employment sectors are invited to give presentations at the monthly careers club which is open to interested pupils from all year groups. There are regular surveys of pupils' career interests and speakers in careers that are popular with pupils are identified and invited into school. In addition a large-scale Careers and Higher Education Evening aimed at raising awareness of a wide range of career and higher education opportunities is held annually for students throughout the school, with invitations to attend being extended to 6th form students from Outwood Academy, Ripon. The intention is to provide "something for everyone" and enable students to speak directly with employer and educational representatives about the career area and the type of preparation they need to do so that they are well equipped to make competitive applications in the future.

Students receive personalised information, advice and guidance from a range of staff within the school including heads of year, form tutors, mentors and subject teachers who may refer individual students to the Careers department for more specific careers advice and guidance as required. Students from all year groups can come along to the Careers Department during free periods, breaks or lunchtimes and all students are welcome to make individual appointments to discuss career plans in greater depth. Lower 6th and 5th Year students in particular, are supported in making plans for transition to Further and Higher Education choices, and are offered one to one interviews to enhance awareness of the diversity of training and career routes available to them.

Students take part in a range of school-run and NYBEP-supported activities including Years 7, 8 and 9 enterprise workshops. Year 10 and Year 12 students also take part in a week's work experience in the summer term. All work placements are health and safety checked through NYBEP to ensure the placements are suitable for our students. In addition to these opportunities, students receive regular updates of virtual and face to face employer opportunities via school bulletins and student school email accounts. Year 12 students can take part in a range of enrichment activities that are well established within the school. These include: the Young Enterprise Company Programme, BASE Accountancy Challenge, Prince's Trust Challenge and Young Citizen's Bar Mock Trial.

As in other areas of the school, great value is placed on the relationship with parents and carers and we aim to support parents when they discuss subject options and career ideas with their son or daughter. Careers staff are available at a number of parents' evenings and parents are also made aware of how to contact both school and National Careers Service advisers by telephone and email. Parents are welcome to attend careers appointments with their son or daughter and to accompany them to appropriate careers events. Parents with specific expertise are also invited to contribute to the careers programme for the benefit of other students.

Responsibilities

It is the responsibility of the **Senior Leadership Team (SLT)** to allocate sufficient resources for the delivery of an effective careers education programme supplemented by independent impartial advice and guidance to students. The SLT ensures that careers education is included within the

structure of the timetable and the school year and monitors the ways in which CEIAG is embedded in syllabuses and activities across the curriculum.

There are designated members of the **Governing Body** who will help to ensure that the school complies with its statutory obligations with regard to CEIAG. They also offer an important lay perspective on how the CEIAG provision prepares students for the world of work. The Governing Body approves resources for CEIAG and ensures that it is allocated sufficient time and prominence in the broader curriculum.

The **Head of Careers** is responsible for the strategic direction and practical implementation of the policy including procuring appropriate resources and liaising with all stakeholders regarding the development of the CEIAG programme. The postholder has specific responsibility for careers education and guidance, in addition to leadership and overall coordination of the work of the department which includes the work of the **Careers Education, Work Experience and Enterprise Coordinator**. There is close liaison between the two postholders and a breakdown of individual responsibilities is set out in the job descriptions. Effective communication is of fundamental importance and both postholders take responsibility for ensuring that students, staff and parents know what support is provided and how they can access it and that links with external partners are nurtured. The Head of Careers is responsible for commissioning an **External Careers Adviser** to supplement the careers guidance provided in-house and to collaborate regarding the delivery of independent and impartial careers advice. The Head of Careers will ensure that the External Adviser has access to those students who are most in need of additional face-to-face guidance. All staff ensure that the careers programme includes opportunities for all pupils to find out about technical education qualifications, apprenticeships and the full range of education and training options at each transition point and that providers are invited into school to convey such information through the education, events and enrichment programmes.

There is also close collaboration with the **STEM Co-ordinator**, who has responsibility for inspiring and motivating students throughout the school to learn more about careers related to STEM subjects and how to progress into them, and additionally with the **PHSCE Co-ordinator** to plan and provide an integrated programme of careers-related events and learning.

Heads of Departments are responsible for considering how careers education can be built effectively into their subject curriculum to help students to recognise the links between the knowledge and skills that they acquire in lessons and the career possibilities that flow from their subject. **Careers Champions** from each department will work closely with Careers staff to facilitate this process.

Pastoral Staff including **Heads of Year, Form Tutors, SENCO and Mentors** are responsible for ensuring that students receive CEIAG to which they are entitled having regard for their individual needs. This includes obtaining relevant up-to-date careers information from the Head of Careers and elsewhere for use in assemblies, form periods, individual mentoring sessions and other appropriate forums. They will also liaise closely with the Head of Careers regarding the referral of students for individual advice and guidance at times when they could most benefit and monitor progress regarding their career action plans. In particular the Heads of 6th Form and Upper School will ensure that any student who is considering leaving Ripon Grammar School during the course of years 11-13 is referred for face - to- face advice and guidance regarding the range of available options. Where appropriate they will ensure that parents are aware of referrals and are involved in their son or daughter's choices regarding careers, training and future education.

Close links with the **Careers Enterprise Company (CEC)**, **Career Hubs** and the appointed **Enterprise Adviser** for school facilitate enhanced employer engagement with students, both within the curriculum and off-timetable, in addition to the updating and sharing of good practice. The Enterprise Adviser has developed an Academy as an integral part of his company, affording opportunities for our students to undertake internships within a digital industry and to acquire employability skills.

Resources

A selection of up-to-date on-line and paper-based resources covering the full range of career and education options is made readily accessible to all students through a variety of means in order to encourage students to explore a wide variety of options throughout their time at the school.

There is a well-stocked careers library situated above the main school library, which is open to students and staff. Resources include books, current careers literature and prospectuses.

Displays are maintained throughout the school on prominently positioned careers notice boards as well as the careers library and careers noticeboards relating to specific subjects in classrooms. Regular opportunities are taken to feature careers related articles in RGS News and other communications with students and parents.

The Careers Education section of the Ripon Grammar School website contains comprehensive information for students and parents about the careers programme as well as dedicated sections on higher education, employment, study abroad, gap year and links to recommended careers resources and information which are intended as a starting point for individual research.

Up-to-date labour market information is available from a range of sources to give students a realistic view of careers in different employment sectors both now and in the future. Students aiming to go straight into employment after leaving school are given additional support to identify and apply for aspirational school leaver training schemes and are informed of appropriate vacancies and opportunities as notified to Careers staff through their links with employers and recruitment agencies.

Evaluation, Monitoring and Review


CEIAG provision is audited against the CDI Framework for Careers, Employability and Enterprise Education and an annual careers department development plan is produced to indicate key priorities over the coming year. Evaluations of careers activities are carried out throughout the year and feedback from students, parents, teaching staff and other stakeholders is taken into account when identifying priorities for development. The development plan identifies individual responsibilities, proposed methodologies, timescales and success criteria.

The Quality in Careers Standard, the national award for recognition of high quality career guidance, was once again awarded to the school in March 2020 and will be reviewed in 2023.

The school uses the CEC evaluation tool, Compass Plus, to facilitate monitoring and planning of the careers programme in addition to Start Profile, an up to date resource affording careers research and profiling together with CEIAG activity evaluation facilities.

The school works with North Yorkshire County Council to provide data on student destinations for the DfE as required by the September Guarantee. This data is collated by the school and the **Destination Measures** are used to monitor the choices made by students at the end of the 5th Year and the Upper 6th. Destination measures provide clear and comparable information on the success of the school in helping students to take qualifications which offer them the best opportunity to continue in education or training, and the success of the careers programme, as reflected in the numbers of students progressing to positive destinations.

The CEIAG policy is kept under regular review and updated in accordance with any statutory requirements and with reference to non-statutory recommendations having full regard for the vision and ethos of the school.

Signed:  Tom Cavell-Taylor Governor (Careers)

Signed:  Jonathan Webb Headmaster

Issued: September 2021
(Review in September 2024)

References

1. Skills for Jobs: Lifelong Learning for Opportunity and Growth Presented to Parliament by the Secretary of State for Education (January 2021)
2. Careers Guidance and Access for Education and Training Providers DfE (October 2018)
3. Leading Careers Guidance – NYCC School Improvement Service (October 2018)
4. Careers Strategy- Statutory Guidance (January 2018)
5. Careers Strategy: Making the Most of Everyone’s Skills and Talents (December 2017)
6. Technical and Further Education Act (January 2017)
7. Gatsby Charitable Foundation - Good Career Guidance (May 2014)
8. CDI Framework for Careers, Employability and Enterprise Education 7-19 (2015)

