



WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Careers Education, Information, Advice and Guidance (CEIAG)

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Policy Owner	Mr A Smith

This document rationalises the previous policies on CEIAG, Work Related Learning and Work Experience



Careers Education, Information, Advice and Guidance Policy

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Provider Access Policy https://wilmington-boys.s3.amazonaws.com/uploads/key_information/Provider-Access-Policy-2022-May-2022.pdf?t=1664367669

Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Wilmington Grammar School for Boys seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school.
- 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 and Five.
- 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, September 2022)
- 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 Wilmington Grammar School For Boys 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 Leader.
- 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. 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.
- 2.9 For the purpose of this policy the following definitions have been used:
 - **Information** – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.
 - **Advice** – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in-depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

- **Guidance** – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people’s circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are linked to the Gatsby Benchmarks 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
 - 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
 - 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
 - 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 Provider Access Policy
https://wilmington-boys.s3.amazonaws.com/uploads/key_information/Provider-Access-Policy-2022-May-2022.pdf?t=1664367669
- 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 Wilmington Grammar School For Boys 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 people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities

Wilmington Grammar School for Boys embeds high quality careers, advice and guidance, to support our students. This is developed throughout a student's time at the school and supports their aspirations, strengths and skills. The focus of the support is aimed at destinations associated with a selective and highly academic school. The current careers programme is delivered through a combination of methods, primarily through the Life Programme but also through assemblies, presentations, work experience, 1:1 personal guidance meetings and the Life Programme curriculum. A specific career in the curriculum week pays close attention to all subject areas and the opportunities for destination driven focus. Additionally, special events are held such as the Employer Careers Event each year.

- 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 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 7-13 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;

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships

6.2.3 to understand how to make applications for the full range of academic and technical courses.

- 6.3 Provider Access Policy

https://wilmington-boys.s3.amazonaws.com/uploads/key_information/Provider-Access-Policy-2022-May-2022.pdf?t=1664367669 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 Work Experience and Shadowing

- 7.1 Work experience is an important part of careers and work-related education. The school offers experiences of the world of work specifically to Y10 and Y12, however, all students will have access to guidance and experiences through the Life Programme.
- 7.2 In managing this process, we look at advice for schools from the Health and Safety Executive and the Department for Education. This states that employers are responsible for risk assessing work experience and that schools should simply ask sensible questions, in proportion to the level of risk and ensure due diligence is followed before agreeing suitability of a placement.
- 7.2.1 The school follows the [DfE Guidance updated in April 2022: Health and safety: responsibilities and duties for school](https://www.hse.gov.uk/young-workers/employer/work-experience.htm) and about work experience processes and responsibilities <https://www.hse.gov.uk/young-workers/employer/work-experience.htm>
- 7.3. The Careers Leader is the member of staff who coordinates work experience and ensures due diligence is met in addition to familiarisation with the following documents:
The [Health and Safety at Work etc. Act 1974](#) determines British health and safety law. The Health and Safety Executive (HSE), with local authorities, enforce this Act.
The [Management of Health and Safety at Work Regulations 1999](#) supports the Act.
- 7.3.1 They will also complete the relevant H&S training with ROSPA.
<https://www.rospa.com/occupational-safety/advice/young-workers/work-placements>
- 7.4 It is ultimately the student's responsibility to ensure that they have secured a placement, additional to any part-time jobs they may have (before the deadline); however, support in finding a placement will be offered by the school via form tutors and the careers leader. SEN/PP students will be supported specifically in this case.
- 7.5 To ensure that students are safe during Work Experience placements, the school will check that the organisation offering the placement holds valid 'Employers' Liability Insurance' (ELI) for the time of the placement. Any placement which does not hold ELI and which has not been Health and Safety checked for the period of the placement will not be approved for Work Experience, and the student seeking the placement will be advised to find an alternative. In addition, the school cannot support placements with sole traders, single employees or those working from a residential address however students working with directly with parents will be considered on a case-by-case basis.

8.0 Monitoring, Evaluation and Review

- 8.1 The Headteacher will ensure that:
- 8.1.1 the work of the Careers Leader and Advisor and CEIAG events are supported and monitored
- 8.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 8.2 The effectiveness of this policy will be measured in a variety of ways:
- 8.2.1 Feedback from stakeholders through mechanisms such as a student and parent survey;
- 8.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) Or Ofsted;

8.2.3 The number of students who are NEET after Year 11 and Year 13 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.

8.3 The governors of Wilmington Grammar School for Boys will review this policy every three years.

The Gatsby Benchmarks Appendix 1

<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"> <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. <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. <input type="checkbox"/> 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"> <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. <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.
<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"> <input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> 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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM

	the relevance of STEM subjects for a wide range of future career paths.	subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	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. *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.
6.Experiences of workplaces	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. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	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. <input type="checkbox"/> 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. *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.	<input type="checkbox"/> 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.



Life Programme Careers Journey at Wilmington Grammar School for Boys

Year 7-9 receive timetabled fortnightly Life Programme lessons. Year 7-11 have one Life Programme Drop Down session per term

Ready for Your Next Destination

- ⇒ University or Gap Year
- ⇒ Apprenticeship or Workplace

Year 9	
Term	Student Experience
3	Life Programme Dropdown Next Steps & GCSE options? Linked to choices of further study & career options. Careers Guidance Meeting slots available with Careers Leader for students wanting more support On going 1:1 guidance meetings for students on request
6	Life Programme Careers Morning Employers Event and Curriculum Careers Week

Year 11	
Term	Student Experience
1 & 2	Next Step letter home & Distribution of Kent Next Steps Magazine November Life Programme Drop Down Next Steps post year 11 Opt in (or referral) to Year 11 1:1 Careers Guidance meetings with Careers Leader November, December and January
3	SLT Interviews ALL Year 11 Students in January Careers Leader offers On request 1:1 Careers Guidance meetings for students following SLT interviews Additional support for students wanting to apply for apprenticeships
4 & 5	Careers Leader offers Ongoing support to Year 11 students on changing A level choices, post 16 applications and interviews Supports Students on GCSE results day.

Year 13	
Term	Student Experience
1 & 2	On request (and referral) 1:1 Careers Next Steps meeting with Careers Leader - university and course choices, personal statements and apprenticeships Careers Leader Apprenticeship Applications support
3 & 4	Careers Leader on going support for Not Going To Uni students and Apprenticeship students Assembly on Next Steps for University – how to make decisions, student finance and accommodation On going support on university decisions and choices
5	Careers Leader on going support for all Year 13 students Careers Leader Support on A level Results day.

Year 7	
Term	Student Experience
5	Life Programme Careers Dropdown – Launch of Morrisby Careers Platform
6	Life Programme Careers Morning Employers Event and Curriculum Careers Week

Year 10	
Term	Student Experience
1	Life Programme Dropdown Work Experience and virtual work experience options
4	Launch of £25 full profile Morrisby to all students Life Programme Drop Down Morning Computer Rooms Student Analysis of their Morrisby Profiles
5&6	All Year 10 students have a 1:1 Careers Guidance Meeting starting with their Morrisby Profile. Discuss Next Steps with Careers Leader or Morrisby Advisors
6	ASK Apprenticeships Assembly Life Programme Careers Morning Employers Event and Curriculum Careers Week Year 10 Work Experience Monday 10th July to Friday 14th July

Year 12	
Term	Student Experience
1	Support if changing A level choices using Year 12 SACU Careers quiz & Morrisby as required
2	Launch Assembly Year 12 Work Experience Next Steps Form completed informs Careers Support
3 & 4	Face to face 1:1 Next Steps Support Interviews with Careers Leader or external advisor for ALL of Year 12
5 & 6	On request additional Year 12 1:1 Guidance Meetings Year 12 Futures Week Work Experience Preparation Work Experience 2 weeks wc 10th July

Year 8	
Term	Student Experience
3	Life Programme Drop Down Morrisby Strengths and Future Career Choices . Starting to think about GCSE Options and Challenging Stereotypes in the Workplace
6	Life Programme Careers Morning Employers Event and Curriculum Careers Week

Welcome to the start of your secondary school Life Programme career journey...



Appendix 3 Life Programme Matrix Academic Year 2022/2023

	Dropdown	Term 1 - Fri 30/09	Term 2 - Thu	Term 3 - Fri	Term 4 - Tue	Term 5 - Thu 04/05	Term 6 - Thu
Year 7	Life programme	Trust and Community	Transition to Secondary	Staying safe online and offline	Being a Good Citizen and British	Careers - Morrisby launch	Careers - Employer event
	Lessons	Transition to Secondary	Respectful relationships - families and	Staying safe online and offline	Politics, Parliament and Me	Careers and Equality	Changing adolescent body and FGM
	PEP	Identity and Transition to Secondary	Respectful relationships - families and				Puberty and healthy lifestyle
	Assemblies						
Year 8	Life programme	Identity and relationships - gender identity, sexuality	Daniel Spargo-Mabs performance	Stereotypes and life lessons - update Morrisby	Local community charity project	Health and Prevention	Careers - Employer event
	Lessons	Introduction to RSE - gender identity, healthy relationships and sexuality	Drugs, alcohol and tobacco	British Values, Crime and Society	Local community charity project	Internet safety and harms	Careers - Employer event
	PEP		Daniel Spargo-Mabs	British Values, Crime and Society			
	Assemblies			British Values, Crime and Society			
Year 9	Life programme	Physical Health and Fitness, Healthy Eating	Being safe sexually, intimate and sexual relationships,	Morrisby and Choosing your Options	Global Citizenship - Human rights in the UK and the world	Combating extremism and terrorism	Careers - Employer event
	Lessons	Drugs, alcohol and tobacco	Being safe sexually, intimate and sexual relationships,	Options	Options	Combating extremism and terrorism	Basic First Aid
	PEP			Options - evening		Combating extremism and terrorism	
	Assemblies			Options		Combating extremism and terrorism	
Year 10	Life programme	Work Experience Launch and Virtual Options	Relationship and sex education	Violence, crimes and seeking safety	Full Profile Morrisby test for all students in Computer Rooms	Drugs, alcohol and tobacco	Combating extremism and terrorism - Event
	PEP	Work Experience Launch and Virtual Options	Relationship and sex education	Launch Morrisby Full Profile	Analysis of Morrisby		
	Assemblies / Form time		Launch Morrisby Full Profile		Analysis of Morrisby		WEX assembly on Health and Safety
Year 11	Life programme	Families - healthy adult relationships	Next steps, WG6 and Kent Choices log in	Adult Physical and Mental Health	Preparing and how to revise for your GCSEs	Building for the future and invite National Citizenship Service	
	PEP	Families - healthy adult relationships	Next steps, WG6 and Kent Choices log in	Adult Physical and Mental Health		Building for the future and invite National Citizenship Service	
	Assemblies / Form time		Next Steps and A level Options				