



1557

**Tadcaster**  
Grammar School

# Careers Education, Information, Advice & Guidance Policy

SLT Oversight: CBR
Adopted by the LGB: September 2024
Review Date: September 2027

## Introduction

Tadcaster Grammar School recognises that effective and meaningful careers education and guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

The school has a critical role to play in preparing all students for their next stage of their education and beyond into employment.

The school's CEIAG provision aims to allow all students to:

- Develop their self-efficacy,
- Raise aspirations
- Carry out career exploration
- Become more adaptable and resilient
- Be enterprising
- Be able to present themselves well in applications and interviews.

'Future Me' is the name of our Careers Education, Information, Advice and Guidance (CEIAG) Programme at Tadcaster Grammar School.

We follow the statutory guidance as set out in the DfE's 'Careers Guidance and Access for Education and Training Providers' and Gatsby Benchmarks.

## Overall aim

To provide comprehensive, informative and up to date Careers Education, Information, Advice and Guidance to all our students enabling them to become effective decision makers, gain employability skills and help them to plan their future careers.

Tadcaster Grammar School aims to:

- Inform, inspire and motivate our students
- Prepare them for further education and/or employment.
- Providing opportunities to gain the knowledge and understanding of the range of education and employment choices available to them.
- Support every student to become their "Best Self" and reach their full potential.

The "Future Me" wrap around of CEIAG aims to deliver learning and opportunities so all students, following the 8 Gatsby Benchmarks:

The Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## **Careers Education (CE)**

Careers Education is delivered in Life Skills lessons in key stages 3. In key stage 4 & 5, the delivery and engagement of Careers Education is through a four year programme in lesson 1, alongside a tailored programme of events around student timetabled lessons.

Additional aspects of the careers programme are delivered through tutor time in lesson 1 and curriculum lessons for all Year groups.

All Year groups are additionally supported with activities such as Careers Fairs, off site visits, FE/HE providers and Technical College assemblies, employer engagement and alumni events.

In addition CEIAG information is shared weekly through year group bulletins and dedicated Google Classroom platforms along with key stage termly Careers Newsletters.

Tadcaster Grammar School welcomes providers into school, at prearranged times throughout the academic year, to support student decision making.

## **Life Skills and subject curriculum**

Delivery of specific units of work, with identified learning objectives, outcomes and related CEIAG activities to educate student self development, career exploration and career management in preparation for the world of work.

Each curriculum area should identify and deliver careers education elements and include these where appropriate in the classroom across all year groups:

- Schemes of work include work related learning opportunities
- Departments display subject links to occupations and progression
- Employer career related talks and visits

## **Careers Information, Advice and Guidance (IAG)**

(Impartial and unbiased advice aligned to statutory guidance)

- All students are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from universities and colleges and mentors and coaches
- Independent and impartial careers information, advice and guidance can be accessed by any student on request via a booking request process.
- All students receive additional tutor support at key decision making points during their education (years 9, 11 & 13).
- During key stage 4, students will be offered an individual face to face careers interview, followed up with a careers action plan. There is a system in place for centrally storing, distributing and following up student action plans. Evaluation is also part of this system.
- During key stage 5, students will be offered an individual face to face careers interview, followed up with a careers action plan. There is a system in place for centrally storing, distributing and following up student action plans. Evaluation is also part of this system. All students receive additional tutor support at key decision making points throughout their time in Sixth Form.

- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The school facilitates access to local providers of education, employment and training.
- The school advertises the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the school's website or virtual learning environment (VLE).
- Learner views are sought on the best way to offer provision.

### **Statutory Responsibilities of the Governing Body**

The statutory duty requires the governing body to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

### **Students duty to participate in education or training after 16**

The school ensures through verbal and written communication with students, parents and carers the statutory requirements for Year 11 school leaver aged students to follow one of the following pathways:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

### **Working with the Local Authority**

The Education Act 2011 and subsequent statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable students including those with special educational needs, and those who are disengaged or at risk of disengaging.

### **Vocational Learning Skills**

The Vocational life skills course is an alternative provision offered to key stage 4 students. As part of the course the students study ASDAN and BTEC Workskills qualifications and gain Food Hygiene, Health & Safety and First Aid qualifications at either Level 1 or 2 to enable them to participate safely in an Extended Work Placement. The aim is to identify correct post 16 pathways.

## **Work Experience**

A work experience programme runs in year 12 aiming to encourage employability skills and employment engagement.

## **Employer Engagement**

Tadcaster Grammar School is committed to engaging with employers and the professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Mentoring
- Guest speakers from the world of work, local colleges and universities
- An insight from our Local Enterprise Partnership (NYBEP) and the National Careers Service into the labour market and the needs of employers
- Workplace visits and work experience placements
- Work 'taster' events
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews
- Access and use of the National Apprenticeship website

## **The National Careers Service**

Students, parents and carers are signposted via the school website to the National Careers Service which offers information and professional advice about education, training and work to people of all ages. (<https://nationalcareersservice.direct.gov.uk> , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

## **Careers Resources**

The printed careers resources are situated within the Independent Learning Centre (ILC). Provision of an online Careers Platform provided by a third party partnership.

- Google Classrooms
- Termly newsletter
- Weekly student bulletin career focus
- Career information page via school website

## Careers Guidance Leadership and Management Team

Position Name
Nominated Governor with Responsibility for CEIAG - Heather Smith
Senior Leadership Link - Catherine Bolger
Curriculum Team Leader: Life Skills - Andy Allman
CEIAG, Business and Community Links Manager - Helen Lawson

### The Careers Guidance leadership and management team are responsible for:

- Evaluating annually their careers programme and areas for improvement identified.
- Identifying Careers CPD Training
- The Careers budget allocation and management
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits)
- Assessment, Monitoring and Evaluation of the Careers provision
- Updating the school's Careers Guidance policy

### Monitoring of Careers (CEIAG) Provision

Provision is monitored through a range of processes including:

- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Work scrutiny of students' careers education journals/files/exercise books
- Scrutiny of sample careers interview action plans
- Feedback from students via google forms
- Annual audit of Careers (CEIAG) programme
- Destination data

### Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance provided, to ensure all genders, backgrounds and diversity groups consider the widest possible range of careers.

End of document