



Heckmondwike Grammar School

Policy: Careers

Status: Non Statutory

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1. Introduction and context

Statutory context

The Education Act (2011) placed schools under a statutory duty to provide access to independent and impartial careers guidance for all pupils in years 9 to 11. In April 2013, the Government extended this duty to years 8 to 13.

A further addition to the Technical and Further Education Act (2017) states that schools in England “must ensure there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships”.

Further statutory guidance (2018) requires schools to offer their students access to employment, apprenticeship and training providers, and to publish a Statement outlining this access to providers. It will also be a requirement from September 2018 that “every school needs a [named] Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.”

Overview of Careers at Heckmondwike Grammar School

At Heckmondwike Grammar School, the statutory requirements above are extended to all students with the same entitlement being offered to all students from Years 7 to 13.

HGS provides individual careers guidance, careers information and a careers education programme. The programme offers a wide range of activities and is complemented by partnerships and extensive links with many external agencies including local employers, training providers and Higher Education Institutions.

The policy for careers education, information, advice and guidance (CEIAG) is underpinned by a range of key school policies and curriculum areas, especially PSHE.

The school employs two qualified and experienced Careers and Higher Education Advisers and provides a dedicated Careers Centre, which students can access throughout the school day. Students are introduced to the careers staff and services at the start of each academic year.

Student context and leavers' destinations

2018 statutory guidance re-emphasises that “a successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.”

The school is committed to ensuring that wherever possible, all young people leave the school to enter employment, further education or training.



Each year, it is typical for over 80% of our students to make the transition from year 11 to our sixth form, with the vast majority of the remainder pursuing A levels at other post-16 providers.

In addition to students progressing from year 11 to year 12, around 100 students also join our sixth form from neighbouring schools. The vast majority of these students leave the school at the end of year 13, with around 90% progressing to university, either directly or in some cases after a gap year, with most of the remainder progressing to employment or higher-level apprenticeships. We are proud of the fact that the proportion of our students not in education, employment or training (NEET) by the October of leaving our school is very low.

Up to date information about our leavers' destinations is available on our school website.

2. Aims and objectives of CEIAG

All students have access to impartial careers information and guidance appropriate to their age and ability. This should promote equality of opportunity, inclusion and diversity and challenges stereotyping. Students are encouraged to develop the knowledge and skills needed to make informed choices and manage transitions e.g. from Year 11 to post-16 opportunities and from the sixth form into higher education or employment.

Through the programme, our students will be able to:

- Relate their studies to and understand the world of work.
- Review their experiences and achievements and present and discuss these with others, and set realistic goals for self-improvement.
- Research and understand of the range of education, employment and training opportunities available to them at post-16, post-18 and further into the future.
- Make informed decisions about their future and manage transitions, for example between Key Stages or between school and university or the world of work.
- Be aware of sources of financial help for learning.
- Develop key transferrable knowledge and skills related to labour market information (LMI), employability and the workplace.
- Develop qualities of resilience, communication, aspiration and critical thinking through timely and relevant activities and opportunities that are directly transferrable to a range of employment, apprenticeship and further education pathways.
- Access a range of information from employment, apprenticeship and higher education providers, as well as related external agencies such as Ucas and Student Finance England.



3. Student entitlement

Students are entitled to a comprehensive, relevant and aspirational programme of CEIAG opportunities. They are given support to whichever route they choose, whether this occurs at post-16 or post-18. Key features of the provision for all students, in years 7 to 13, include:

- Individual careers guidance interviews – by qualified, impartial Careers and Higher Education Advisers.
- A Careers Education programme delivered through PSHE - complemented by visiting guest speakers from Higher Education and Industry – and integrated into the main academic curriculum, as appropriate.
- Advice and support for students seeking education, job and training opportunities.
- A dedicated Careers Centre providing up to date careers information and resources, ICT facilities and the latest careers software programmes.
- A bespoke careers information website.
- Work-related visits, activities and projects delivered in partnership with C&K Careers.
- High-profile CEIAG events with extensive representation of local, regional and national employers universities and training providers. The school is committed to giving all students at least one encounter with an employer each year, with two or more for those in receipt of the Pupil Premium.

More specifically, the CEIAG programme falls under four broad areas:

Individual Careers Guidance

Careers guidance interviews provide students with an opportunity for students to discuss their individual circumstances and future plans with a qualified Careers Adviser, helping them to make informed decisions and appropriate choices. Individual careers guidance is provided at key stages of transition:-

- Year 8 students are invited to self- refer for an individual appointment to discuss their GCSE subject options
- All Year 11 Students are invited to an individual appointment to discuss their post-16 plans and options
- 6th form students are encouraged to access an individual careers guidance interview by self-referral via a pre-arranged appointment or on a regular drop in basis. In addition, all year 12 students are invited to an individual careers guidance interview to discuss their progression plans. Year 13 students without clear plans for university, employment or apprenticeships will also be targeted.
- Students in year groups 7 to 10 may self-refer at regular drop-in sessions.
- Students with special needs or those requiring additional support may be referred for an individual guidance appointment by their form tutor, SENCO or Student Support Manager (SSM).



Careers Education

CEIAG an integral part of the school's PSHE programme for all students. The Careers Education programme is planned, monitored and evaluated by the Careers Team, SSMS, Assistant Head Teachers (KS3-KS5) and the Deputy Director of Sixth Form (Progression).

All staff contribute to CEIAG through their role as school leaders and subject teachers, but, wherever possible, a qualified careers specialist will deliver aspects of the CEIAG programme to each year group in conjunction with the form tutor.

The Association of Careers Education and Guidance (ACEG) have produced a framework (2012) to support in planning, delivering and reviewing CEIAG in the curriculum. The school's CEIAG programme is based around this guidance but is contextualised and customised to meet the particular needs of HGS students. A separate programme is designed for each year group and the timing of delivery will reflect the relevant stage of planning and decision-making currently facing the student.

The careers education programme at HGS is complemented by a range of visiting guest speakers from Higher Education and Industry and enhanced by a wide range of careers and work-related learning projects and activities in partnership with local employers and higher education. The Department also hosts events, such as annual National Careers Week activities and a Progression Event, and is a visible and popular presence at parent consultation and information evenings across all Key Stages.

Work-Related Learning

Employability and LMI is embedded in CEIAG activities across the curriculum, and all sixth form students are encouraged to participate in work shadowing and voluntary work, which helps to inform career choice and support university applications.

The Careers and Higher Education Advisers offer group and bespoke guidance on the importance of work experience in various occupational sectors, CV and application writing, and sourcing placements.

Students may also use the services of Calderdale and Kirklees Careers (C&K) in sourcing and/or risk assessing a placement; this does incur a cost, but the school is able to support students in need, particularly those in receipt of a school bursary award.

Students identified as at risk of progressing to education, employment or training in year 13 take part in a targeted employability course, Future Careers Academy, designed and run in partnership with our Leeds Enterprise Partner.

Careers Information and Resources

There is a dedicated Careers Resource Area in school.

The Careers Centre is open throughout the school day and qualified staff are available throughout the school day, including through lunchtime drop ins, to assist students in making effective use of the resources available.

Information and resources have been carefully researched and are appropriate to the age and ability of HGS students. As well as providing an extensive range of Careers and Higher Education Information there is also up-to-date and relevant information relating to financial matters and welfare issues. Students can access the most up to date careers software and excellent ICT facilities.

Information is constantly reviewed and updated, new careers resources are purchased on a regular basis. To supplement resources, relevant, current information is downloaded from the Internet and publicised via the school website.

There is a dedicated careers area of the school website, which is specifically targeted to the needs of HGS students and their parents. The website is regularly updated and contains a range of useful information and essential links to other sources offering independent, impartial and relevant CEIAG advice. Details of the careers programme and events and activities are made available on the website.

CEIAG resourcing is supported by a generous annual budget allocated from school capitation. This is monitored and reviewed by the Careers and Finance teams.

4. Partnerships and links

External partners

Our CEIAG programme is greatly enhanced through links with various partners who ensure the students' learning is up to date, engaging and relevant. We are proud of what we currently offer, and strive constantly to expand and improve links with employers, universities, training providers and other relevant groups. The examples below are indicative of our many partnerships and links, but are by no means exhaustive.

- Universities, employers and training providers play a prominent and visible part in the delivery of Careers Education, particularly in years 7, 10, 12 and 13, and through whole-school events such as National Careers Week each March and the Progression Event in July.
- The school is also an active participant in university outreach schemes, including those run by the universities of Leeds, York and Newcastle.
- C&K lead our three-yearly external review against the National Quality Standards. They also support our students in sourcing and risk assessing work-related learning placements.
- Local schools – long-running partnerships include the Huddersfield Consortium of the Cambridge HE+ programme and mock medical and Oxbridge interview sessions at Harrogate Grammar School for year 13 students.



- Leeds Enterprise Partnership (LEP) – the school has strong links with an Enterprise Partner and participates at local CEIAG networking events organised through LEP.
- Changes to the careers policy are approved by the school Governing Body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Deputy Director of Sixth Form (Progression). Derek Cross is a named Governor with oversight of CEIAG.

CEIAG in the wider curriculum

Within school, the Department is committed to ensuring that CEIAG is embedded within the wider curriculum. Audits of curriculum links to CEIAG are carried by Heads of Subjects, under the co-ordination of the Deputy Director of Sixth Form (Progression), each Spring term. Such audits provide opportunities for academic departments to highlight good practice and identify areas where they may require support in developing aspects of CEIAG. This will then allow the Department to take curriculum links into account when reviewing its provision and updating its development plan to take into account any gaps.

Parental involvement

The Department recognises the importance of parental awareness of the CEIAG programme. Parents are kept informed via the school's careers advice website and termly newsletters.

Careers Advisers are available for consultations at parents' evenings in years 8 to 13. There are also information evenings on CEIAG topics for parents, for example Ucas and Student Finance in years 12 and 13, and GCSE options in year 8.

Parents can e-mail or telephone the Careers Advisers with queries or requests for information and are welcome to attend their child's careers interview or arrange a separate consultation if they wish to. The contact details of both Advisers are on the school website.

We are particularly keen to establish links with parents who are willing to share their experiences in employment. Indeed, this is already an integral feature of our programme in year 7. If parents feel that they could contribute to the CEIAG programme in any way, please contact [Dina Mistry](mailto:Dina.Mistry@heckgrammar.co.uk) (dmistry@heckgrammar.co.uk) or [Claire Lawler](mailto:Claire.Lawler@heckgrammar.co.uk) (clawler@heckgrammar.co.uk).

5. Monitoring, Review and Evaluation

The quality of CEIAG is monitored and evaluated annually by the Deputy Director of Sixth Form (Progression) in collaboration with the Careers Team, the Assistant Head Teachers for Key Stages 3-5 and the wider Senior Leadership Team (SLT). Monitoring may incorporate:

- Departmental development plan and annual review with SLT
- Observation of CEIAG activities, including the tutorial delivery.
- Student evaluation via student surveys, questionnaires and focus groups.
- Tutor feedback – verbal feedback from tutor meetings- all key stages
- The views of parents are sought via school surveys/questionnaires



- The view of Higher Education providers and employers is sought through informal discussion and evaluation following contributions to school events, such as National Careers Week or Progression Event.

The review and evaluation for CEIAG informs the planning and implementation of the programme, ensuring that what we deliver is best tailored to the needs of all of our students.

The school's provision is reviewed against national standards and best practice at least every three years, through the National Quality Standards Award. This was awarded in May 2018 and is next due for review and renewal in 2021.

The Department is committed to meeting the eight Gatsby benchmarks¹, as recommended as best practice in January 2018 statutory guidance. The most recent indicators suggest that we are on course to meet all benchmarks before the 2020 statutory deadline.

The Department Development Plan is devised in September of each year, taking into account recent internal and external reviews and evaluations, as well as whole-school priorities. The plan is presented and reviewed in SLT, and appraisal targets for all staff are derived from development plan priorities.

This Policy will be reviewed regularly as part of the whole-school self-assessment process and will be reviewed by the Governors.

¹ <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

6. Staffing and development

The school employs two well-qualified and experienced Careers and Higher Education Advisers whose performance is appraised through challenging, relevant and measurable targets using the school appraisal systems.

Training and professional development is a significant part of the effective implementation of CEIAG and is built into the annual needs assessment of the school's INSET planning.

Key roles and responsibilities

Staff	Position	Responsibilities within CEIAG
Ross Oxby	Deputy Director of Sixth Form (Progression), including line management responsibility for CEIAG. Careers Leader	Strategic management and co-ordination of CEIAG, linking CEIAG to wider school policies and development plan priorities. Link between CEIAG and SLT/ and the Governing Body.
Claire Lawler Dina Mistry	Careers and Higher Education Advisers	Co-ordination of CEIAG programme for years 7-13. Delivery of CEIAG Activities Individual careers guidance to students
Jeremy Barnett (KS3) Simon Taylor (KS4) Helen Naylor (KS5)	Assistant Headteachers with strategic oversight of Key Stages.	Co-ordination of PSHE programmes, including CEIAG.
Student Support Managers		Management and implementation of PSHE programme for particular year groups.
Form Tutors		CEIAG programme delivery, years 7-13
Sue Minto	Administration Officer - School Office	Administrative support for work-related learning
Mr D Cross	School Governor	CEIAG