

## Heckmondwike Grammar School

**Policy:** Careers Strategy

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## The Careers Strategy for Heckmondwike Grammar School – 2023

### Introduction

Providing outstanding careers education, advice, information and guidance (CEIAG) in a meaningful and structured way is integral in enabling students to make informed decisions about their own career pathways. In addition, CEIAG is an integral aspect of a student's personal development and is, as such, excellent preparation for when students leave the school.

### Vision, ethos and values

The school's ethos of 'nil sine labore' meaning nothing without work encapsulates not only the expectations of all stakeholders that hard work delivers high results, but that work in its alternate meaning in the context of careers is equally as valid.

CEIAG at HGS sits within the Personal Development framework and it is incumbent on schools to promote careers education in all aspects of school life. We have a statutory duty to develop CEIAG but more importantly we have a moral duty to promote the levels of understanding of the ways people make decisions about their career choices and ensure we have informed, empowered and emboldened students to be able to make those decisions. The fourth report of session from the House of Commons Education Committee suggests a need for more schools to focus on meeting the Gatsby Benchmarks as part of an enhanced Careers Strategy from the DfE. The report also recommended that Ofsted uphold a strong focus on CEIAG provision in recognition of the contribution CEIAG has in a student's personal development.<sup>1</sup>

Meeting the Gatsby Benchmarks is just the beginning of the process and we regard meeting them as a sound measure of our provision but we believe this as a minimum level of entitlement. The impact and effectiveness of our careers input is measured through our quality assurance processes as well as through reaccreditation of the Quality in Careers Mark which is due in June 2024.

The 2022 Ofsted report for the school identified many positive aspects of our careers provision but also highlighted the fact that we need to ensure that students know about and understand the full range of options available, including non-traditional routes. Student voice and feedback expressed the desire to have careers information, which is meaningful, timely and tailored to students' needs across a wider variety of pathways. This has become a major focus for us.

### CEIAG at Heckmondwike Grammar School

Careers education starts in Year 7 and continues throughout a student's time at Heckmondwike Grammar School. We want students to be able to explore aspects of careers education in their curriculum subjects, through discussions in form tutor time, through participation in events organised by the Careers Team such as employer encounters, fairs and visits as well as two opportunities to engage in work experience.

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<sup>1</sup> House of Commons Education Committee 'Careers Education Information Advice and Guidance' Fourth Report of Session 2022-23 published 29 June 2023



The impact of CEIAG contributes to the school's quality assurance processes for Ofsted in the areas of Personal Development and Leadership and Management.

This strategy document aims to fulfil the following:

- Give strategic direction to careers education at Heckmondwike Grammar School;
- Underpin the CEIAG which takes place routinely at HGS;
- Articulate the vision for careers education which addresses the needs of all students in a structured and age-appropriate fashion;
- Underpin the work of all members of staff at HGS who have a role in CEIAG; and
- Enable the school to more than meet its statutory obligations relating to CEIAG and therefore meet external measures including Gatsby Benchmarks and ongoing Quality in Careers accreditation, which is due or renewal in 2024.

### **Strategic outcomes for CEIAG at Heckmondwike Grammar School**

1. Provide careers opportunities for all students in Years 7-13 that are age-appropriate and that reflect the needs of the students, the school and the career development requirements of the students.
2. Build on creating a successful and meaningful work experience programme for students in Years 10 and 12.
3. Develop Pathways for students in 6 areas so that CEIAG can be provided which is tailored to students' aspirations and career development
4. Provide meaningful curriculum input across all Key Stages and in all subjects so that careers education is progressive and integral to all subject areas, including PSHE, so that students can articulate their understanding of and pathways through the careers programmes and are able to make meaningful and informed decisions about careers choices
5. Benchmark progress and achievement in Careers education through meeting fully and exceeding the Gatsby Benchmarks and by gaining Quality Standard accreditation in 2024

### **Careers in the Curriculum at HGS**

The careers programme is planned so that delivery of all aspects of the programme meet not only statutory minimum requirements for guidance opportunities and labour market information (LMI), encounters with employers at all Key Stages and opportunities for students to undertake work experience, but also enhance careers education in the taught and wider curriculum.

### **Intent**

- All students have access to careers advice at appropriate stages in their school journey;
- The school provides staged, planned and age-appropriate encounters with employers and further and higher education providers which are meaningful;
- Work experience opportunities for Years 10 and 12 are allocated for one week for each year group;



- Appropriate careers information and advice is provided to students through interviews with the school's Careers Advisers;
- Opportunities for careers-based exploration within curriculum subjects are identified, explored and undertaken;
- Six Pathway routes are identified for students to undertake at, initially, Key Stage 5;
- Inform students of progression opportunities and routes so that students have the necessary skills and information to make informed decisions;
- A planned enrichment programme for KS5 students which link to students' personal development and careers education;
- Curriculum time is devoted to careers education through PSHE and tutorial sessions delivering opportunities at appropriate points at all key stages;
- The schools fulfils its obligations with respect to statutory obligations including Provider Access legislation, which cover the 'Baker' clause, Gatsby benchmarking and obligations for safeguarding and Health and Safety legislation for students on Work Experience and on further and higher education visits and encounters with employers and other providers; and
- Student destinations are tracked for at least 3 years following leaving Heckmondwike Grammar School.

### Implement

- A planned careers programme of events, activities, visits and encounters is published on the school calendar so that students can experience careers education at appropriate stages throughout their schooling in all key stages;
- Regular, age-appropriate careers advice, information and guidance sessions are provided to students by the school's careers advisers;
- External providers are engaged to run mock interviews with students;
- Subject leaders identify opportunities to develop careers links in their subject schemes of work so that teachers make links to subject input and careers opportunities;
- One week in the school calendar is devoted to external work experience for Years 10 and 12;
- Students undertake sessions on the Unifrog platform to promote independent learning in careers education;
- Students in Year 12 participate in an annual 2-day progression event hosted by the school at which representatives attend from a range of further and higher education providers and employers. Year 10 students are also invited to attend the Careers Fair session.
- The Pathway programme responds to students' aspirations for a range of potential destinations, covering academic and vocational routes in a broad variety of disciplines; and
- Student destinations are tracked through making obtaining students' contact information (subject to GDPR) when they leave HGS at the end of KS4 or KS5 and maintaining those contacts (where consent is given) so that a database of alumni is created.



## Impact

- Quality assurance through student voice, learning walks and regular line-management conversations show that careers in the curriculum is planned and effective;
- The school fully meets the Gatsby Benchmarks;
- Student and Parent feedback through a range of routes, including students voice and questionnaires indicate positive engagement with CEIAG opportunities including careers guidance interviews, careers events, employer talks, mock interviews, attendance at school-hosted progression events, visits to further and higher education establishments;
- Employer feedback on Unifrog and through staff phone calls following both Work Experience weeks evidences the high degree of engagement shown by students;
- Take-up of Pathway initiatives is positive and results in meaningful personal statements for university, apprenticeship and employment opportunities; and
- The school's Quality in Careers accreditation is approved.

## Exploring the decision-making process

Students make decisions about career pathways in many ways and for a variety of reasons. Evidence from research and from cohorts of students at Heckmondwike Grammar School suggest that the decision-making process for students is driven mainly by one or more of the following factors<sup>2</sup>:

- personal aspirations
- family influences
- knowledge or understanding of a particular career
- external factors

Students use these (and other) factors in making decisions which may differ from other institutions. Understanding the cohort of students and how they make decisions can help shape CEIAG given to students and how they access and record information. It is therefore important that careers education and guidance sessions take opportunities to challenge, inform and shape the decision-making process.

## The Gatsby Benchmarks

The impact of CEIAG in a setting is measured through coverage of the 8 Gatsby Benchmarks. The Careers and Enterprise Company (CEC), an arm of the DfE which promotes careers education in schools and colleges, outline the reasons for the establishment of the benchmarks:

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision. The benchmarks are enshrined in statutory guidance, and it is the school's responsibility to oversee the implementation of the benchmarks.<sup>3</sup>

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<sup>2</sup> Careers Leader Training (CDI, March 2023)

<sup>3</sup> <https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>



There are 8 benchmarks and schools tailor their CEIAG provision to ensure coverage. Regular termly audits ensure that progress is mapped using the Compass+ audit tool.

The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from careers 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

### **Roles and Responsibilities**

The school values the importance of CEIAG for all students and in order to achieve the aims of this strategy has invested heavily in staffing and structures in the following ways:

1. The Assistant Headteacher for Personal Development is also the named Careers Leader for the school. Careers Leader training which is provided by the Careers and Enterprise Company (CEC) is available to the Careers Leader. This means that strategic leadership for CEIAG is placed at senior leadership level. In addition, the Governing Board of the school has identified a Governor to be the link to Careers.
2. The school employs two full-time Careers Advisers who are level 7 qualified. There is also the intention to recruit an apprentice whose focus will be to support the Careers Advisers.
3. Six Pathways leaders have been recruited to lead the development of careers advice and education: Oxbridge, Apprenticeship, Medical, STEM, Humanities and Finance.
4. Work Experience for all students in Years 10 and 12 has been relaunched in 2022.
5. The curriculum has been remodelled to build in dedicated PSHE input at all Key Stages as follows and to allow for bespoke careers tutorial sessions for students at key points in their schooling.
6. The school has access to advice and guidance from the West Yorkshire Combined Authority through the Leeds City Region Enterprise Partnership (the LEP) and has direct links to Enterprise Advisers as well as to our allocated Enterprise Coordinator at the LEP.
7. Access to online packages including Unifrog and Compass+ enable the school to identify need and personalise the experiences for students.



In detail, the roles and responsibilities are as follows:

#### Senior Leadership Team:

- The Assistant Headteacher for Personal Development has overall responsibility for the leadership and strategic direction for CEIAG which includes providing SLT and the Governing Board with regular updates through executive summaries and liaising with the link Governor for CEIAG. The AHT is the named Careers Leader for the school and also has overall strategic leadership of PSHE, supported by the Subject Leader for PSHE.
- The Deputy Headteacher responsible for Teaching and Learning has overall responsibility for the strategic implementation of Careers input in curriculum areas and for the quality assurance of this provision through line-management quality assurance.
- The Assistant Headteacher responsible for CPD and Student Voice has responsibility for integrating staff training opportunities relating to CEIAG into the overall CPD calendar and for gauging impact of careers provision through regular student voice opportunities.
- The Assistant Headteacher responsible for KS5 has the strategic overview of all matters relating to Sixth Form provision, including the Academic Leader for Progression who, in turn, is responsible for the team of Pathway Leaders.

#### Careers Advisers

- The Careers Advisers devise and implement an effective careers programme for students in all Key Stages, including Work Experience.

#### Middle Leaders, to include Subject Leaders, Heads of Year, KS5 Achievement Leaders and Pathway Leaders

- Devise and implement careers opportunities at appropriate times through curriculum delivery
- Quality assure the provision of form tutor input relating to CEIAG
- Provide opportunities to students for next phase applications (employment, apprenticeship, further education, higher education) and support students to develop these applications
- Identify opportunities in which students can take part thus assisting in the development of their understanding of CEIAG.

#### Form Tutors and Subject Teachers

- Deliver input relating to CEIAG in their subject areas and in tutorial sessions
- Promote discussions which deepen understanding of CEIAG



## Students

- Undertake to engage actively in careers education opportunities, including those in lessons, form times, assemblies, whole-school sessions, remote sessions, Work Experience.
- Seek out opportunities to develop their understanding of careers and their own career pathway

## Parents/Carers

- Support their children in making informed decisions about career pathways and in encouraging participation in the school's wider curriculum including HE visits, Work Experience and employer encounters.





## The Careers Programme at HGS

The careers programme which is published on the school calendar is planned by the Careers Advisers and shows the opportunities afforded to students from Year 7 through to Year 13. This is also mapped to the Gatsby Benchmarks.

### Year 7

Term	Activity	Gatsby Benchmarks
2	Introduction to the Careers Team and LMI assembly	1 & 2
2	Lunchtime Careers Stalls in Swann Hall (Unis, Voluntary work, Mazars)	1,2,3, 5 & 7
2	Parent/Alumni Careers Carousel	1,2,3 & 5
2	National Careers week activities - March	1,2,3,4,5,6,7
2	National Apprenticeships week - February	1,2,5,6,7
3	Year 7 Parents Evening	1,3 & 8
3	Lower school careers fair - FE and Apprenticeship	1,2,5,7
1, 2 & 3	My path ' Why bother' videos to be shown at beginning of a topic in core subjects	1,4
1,2 & 3	Careers drop-in sessions	1,3 & 8

### Year 8

Term	Activity	Gatsby Benchmarks
2	My path topic videos to be shown in core subjects.	1,4
2	Employers' careers carousel	1,2,4,5&6
2	Lunchtime Careers Stalls in Swann Hall (Unis, Voluntary work, Mazars)	1,2 & 5
2	PSHE Lesson: GCSE Options: decision making.	1,2,3 & 4
2	Year 8 Parents Evening	1,3 & 8
2	Introduction to Higher Education session	1 & 7
2	National Apprenticeships week - Feb	1,2,3,5,6,7
2	National Careers week activities - March	1,2,3,4,5,6,7
2	Year 8 options evening	1,2,3,6 & 8
3	University visit	1,3,7
1,2 & 3	Careers drop in	1,3 & 8



Year 9

Term	Activity	Gatsby Benchmarks
1,2 & 3	Careers drop in	1,3 & 8
2	Employability Assembly	1 & 2
2	Enterprise workshop	1,2,3,4,5 & 6
2	PSHE Lessons on career education- Unifrog, Barclays life skills	1,2,4,5 & 6
1,2,3	My path ' why bother' videos	1,4
2	National Apprenticeship Week	1,2,3,5,6
2	National Careers week activities	1,2,3,4,5
2	Workplace visit	1,2,3,5 & 6
1,2,3	Job of the week profiles	1,2

Year 10

Term	Activity	Gatsby Benchmarks
1	Launch work experience assembly	
1	3 Find a work placement sessions	1,2,3,4,6
2	Intro to Cambridge University Assembly	1 & 2
2	Veterinary Medicine and Student Life (talk)	
2	The realities of a career in NHS (talk)	
2	Insight into Law (talk)	
2	Lunchtime Careers Stalls in Swann Hall (Unis, Voluntary work, Mazars)	1,2,3,4,5 & 6
2	National Apprenticeship Week Assembly	
2	Trip to Lincoln University	
2	National Careers Week activities	1,2,3,4,5,7
3	Progression Conference	1,2,3,4,5 & 7
3	Employer Led Mock interviews	1,5 & 6
3	Year 10 Parents Evening	1, 3 & 8
3	Work Experience Week (Placement or in School Activities)	1,2,3,5 and 6
1,2 & 3	Careers drop in	1,3 & 8
1,2,3	My path 'why bother' videos for topics in core subjects.	1,4



Year 11

Term	Activity	Gatsby Benchmarks
1	Post-16 options Sessions (PSHE)	1,2 & 3
1	1:1 Careers Guidance Interviews	1,3 & 8
1	Attendance at Parent Information Evening	1,3,8
1	Next Steps Fair- FE	1,3,7
1	CV/Personal Statement Session (PSHE)	1,3,4
2	Intro to Higher and Degree Apprenticeships	1 & 2
2	Year 11 Parents Evening	1,3 & 8
2	sixth form/ college Interview Workshop	1,3,4
2	NGTU Apprenticeship Academy	1,2,3 & 5
2	National Apprenticeship Week Assembly	1,2,3,5,6,7
2	National Careers Week activities in tutorial	1,2,3,4,5,7
1,2 & 3	Careers drop in	1,3 & 8

Year 12

Term	Activity	Gatsby Benchmarks
1	Reach for Excellence and Realising opportunities presentation	1,2,3 & 7
1	Work Experience assembly launch	
1	Preparation sessions for finding work ex placements.	
1	Attendance at parents information evening	
1	Tutorial post 18 options	
2	Introduction to the careers team – assembly	1,
2	Introduction to apprenticeships session	1,2,3,6
2	NCW Insight into Law - Walker Morris LLP	
2	Year 12 Parents' Evening	1,3,8
2	National Apprenticeship Week Activities	
2	Lincoln University - Intro to Personal Statements talk	
2	National Careers Week Activities	
3	Progression conference	1,2,3,4,5,6,7
3	Personal statement assembly delivered by Lincoln University	1,3,7
3	Work Experience Week (Placement or in School Activities)	1,2,3,5 & 6
1,2 & 3	Careers drop-in	1,3 & 8
2 & 3	Alumni Mentoring Scheme	1,3,5,6,7
2 & 3	1:1 careers guidance interviews	1,3,8
3	Workplace preparation sessions x 2	1,4



## Year 13

Term	Activity	Gatsby Benchmarks
1	Reach for Excellence and Realising opportunities presentation	1,2,3 & 7
1	Work Experience assembly launch	
1	Preparation sessions for finding work ex placements.	
1	Attendance at parents information evening	
1	Tutorial post 18 options	
2	Introduction to the careers team - assembly	1,
2	Introduction to apprenticeships session	1,2,3,6
2	NCW Insight into Law - Walker Morris LLP	
2	Year 12 Parents' Evening	1,3,8
2	National Apprenticeship Week Activities	
2	Lincoln University - Intro to Personal Statements talk	
2	National Careers Week Activities	
3	Progression conference	1,2,3,4,5,6,7
3	Personal statement assembly delivered by Lincoln University	1,3,7
3	Work Experience Week (Placement or in School Activities)	1,2,3,5 & 6
1,2 & 3	Careers drop-in	1,3 & 8
2 & 3	Alumni Mentoring Scheme	1,3,5,6,7
2 & 3	1:1 careers guidance interviews	1,3,8
3	Workplace preparation sessions x 2	1,4

### Auditing CEIAG at HGS

The school makes use of the audit tool Compass+ to evidence the impact of CEIAG and undertakes termly reviews to monitor progress. Events and activities, and participation in these events can be recorded against individual students, which builds a picture of CEIAG provision.

In addition, a database of student destinations and evidence of annual contacts is also kept on Compass+. This process, which is undertaken annually, aims to track student destinations when they leave the school at the end of KS4 and KS5. The school is obliged to keep records of student destinations for at least 3 years, subject to consent given under GDPR legislation.

### Linked documents

- Careers Policy
- Provider Access Statement
- Work Experience Policy
- Safeguarding Policy