

Heckmondwike Grammar School

Policy: Careers

Status: Statutory

Last revision by: S Keddy

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Action	Date	By whom
On secure website	July 2024	DJN
On public website (if applicable)	July 2024	JDN
In review schedule	June 2025	SLK



1. Introduction and context

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which is available on the school's website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.



We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with the Careers Strategy document, our provider access policy statement, which sets out how our school meets this duty, and the Work Experience policy, all of which can be found on the school's website and on the Careers pages of the website.

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, including in PSHE lessons and the tutorial period curriculum. Further details are in the Careers Strategy document.

The school employs two qualified and experienced Careers 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

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 the vast majority of our students to make the transition from year 11 to our sixth form, with the remainder pursuing a range of post-16 options, including A-levels, apprenticeships or employment. Students from other 11-16 providers make up the remainder of places in the Sixth Form at Heckmondwike Grammar School.

At the end of year 13, a large proportion of our students progress 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](#).



3. 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.

4. 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 and Tutorial - 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 (including virtual), activities and projects delivered in partnership with local employers and the Leeds City Region Enterprise Partnership (LEP)
- Work experience and Experience of Work activities for students in years 10 and 12.
- 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.



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:

- Students in years 7-10 are invited to self- refer for individual appointments to discuss their career options, or alternatively attend a weekly drop-in session.
- 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 with special needs or those requiring additional support may be referred for an individual guidance appointment by their form tutor, teachers, SENDCo or Head of Year.

Careers Education

CEIAG an integral part of the school's curriculum. The Careers Education programme is planned, monitored and evaluated by the named Careers Leader and the Careers Team.

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 curriculum is mapped against the Gatsby Benchmarks.

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 Conference, and is a visible and popular presence at parent consultation and information evenings across all Key Stages. Employers and education or training providers are welcomed into school, and we have a statutory Statement of Provider Access that is available on our website.



Work-Related Learning

Employability and LMI are embedded in CEIAG activities across the curriculum, and 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 in years 10 and 12 undertake a one-week work experience placement. The Work Experience Policy is linked to the Careers Policy

Students identified as at risk of not progressing to education, employment or training in year 13 take part in a targeted employability programmes, designed and run in partnership with our Leeds Enterprise Partner and employers.

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.

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 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.

5. 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 Conference in July.
- The school is also an active participant in university outreach schemes, including those run by the universities of Leeds, York and Newcastle.
- Local schools – long-running partnerships include the Huddersfield Consortium of the Cambridge HE+ programme and mock medical and Oxbridge interview programmes 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 Careers Leader.

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 against the CDI framework are carried by Subject Leaders, under the co-ordination of the Careers Leader, as part of the school's quality assurance processes.

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 7 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 us via careersteachers@heckgrammar.co.uk.

6. Monitoring, Review and Evaluation

The quality of CEIAG is monitored and evaluated annually by the Careers Leader, in collaboration with the Careers Team. Monitoring includes:

- Departmental development plan, with links to the Gatsby Benchmarks and the School Development Plan.
- Observation of CEIAG activities, including the tutorial delivery.
- Peer observation of Advisers, involving the Careers Leader.



- Student evaluation via student surveys, questionnaires and focus groups; these are both general and following key events, such as guidance interviews.
- The views of parents are sought via school surveys/questionnaires; these are both general and following key events, such as parents' evenings.
- Tutor feedback – verbal feedback from tutor meetings- all key stages
- The view of visiting providers, such as universities, training providers and employers is sought through informal discussion and formal evaluation following contributions to school events, such as National Careers Week or Progression Conference

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 June 2021 and is due for review in 2024.

The Department is committed to meeting the eight Gatsby benchmarks¹, as recommended as best practice in 2021 statutory guidance.

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 by the Assistant Headteacher with responsibility for CEIAG. This Policy is reviewed regularly as part of the whole-school self-assessment process and will be reviewed by the Governors.

7. Staffing and development

The school employs two well-qualified and experienced Careers 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 CPD planning.

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



Key roles and responsibilities

Staff	Position	Responsibilities within CEIAG
Shereen Keddy	Assistant Headteacher (Personal Development) 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.
Emma Ellis Jade Haigh	Careers and Work-related Learning Adviser	Co-ordination of CEIAG programme for years 7-13. Delivery of CEIAG Activities Individual careers guidance to students Support for employability and co-ordination of the work experience programme.
Rebecca Pyrah	Subject Leader of PSHE	Co-ordination of CEIAG within the PSHE programme.
Martine Jarvis	Progression Leader	Co-ordination of the UCAS process for Sixth Form as part of CEIAG. Co-ordination of FE encounters. Leader of the Pathway Programme
Ross Oxby Emma Ellis Emma Harker Amra Stone Tom Brooke-Mawson Rachael Noble	Pathway Leader	Co-ordination of CEIAG linked to the pathway. <ol style="list-style-type: none"> 1. Humanities and Arts 2. Apprenticeship and Employment 3. Business, Economics and Finance 4. Oxbridge 5. STEM 6. Medical
Form Tutors and PSHE staff		Delivery of CEIAG curriculum - Years 7-13
Derek Cross	Chair of Governors and named Governor with links to CEIAG	CEIAG



8. Linked Documents

- Careers Strategy
- Work Experience Policy
- Provider Access Statement
- Child Protection Policy
- SEND Policy
- Department curriculum statements