



**THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM**

In pursuit of educational excellence for all

February 2023

<u>Careers and Higher Education Policy (including Provider Access Policy)</u>	
<i>Responsible Board</i>	King Edward VI Camp Hill School for Girls LGB
<i>Policy Officer</i>	Janet Rose
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Careers and Higher Education Policy (including Provider Access Policy)

1. Key objectives

1.1. CEIAG (Careers Education, Information, Advice and Guidance) gives students at Camp Hill Girls School support in different areas to help them make informed choices about their futures:

- Careers education – a planned programme delivered in the main through discrete PSHE lessons (experiences within the curriculum and outside school) that helps students gain knowledge and develop skills for planning and managing their careers.
- Information about the range of opportunities and options available at key transition points in a students' education.
- Advice – help for individuals to enable them to review, plan and manage their learning and progression to the next stage.
- Guidance – help from specialist advisers, as appropriate, with knowledge of opportunities and the pathways to and through them, so students can identify their long-term goals and plan steps to attain them.

1.2. As such, the Careers and Higher Education at Camp Hill Girls aims to:

- Enable individuals to become effective planners and managers of their own careers in a rapidly changing world of learning and work.
- Provide opportunities for students to understand themselves, and develop their capabilities by assessing their own needs, strengths and weaknesses, employability skills, interests and qualities.
- Provide up to date information relating to the world of work and learning, including local, national and international opportunities.
- Help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education to the next.
- Raise aspirations, increase motivation and, consequently, raise achievement by encouraging students to fulfil their potential.

2. Key principles

2.1. Whilst developing a programme which attempts to meet the objectives set out above, a number of key documents and pieces of legislation have been consulted in order to evaluate the school's provision and its effectiveness. The auditing of these characteristics, using these documents, enabled the school to develop some of the programmes set out later in this policy. Key documents include:

- The 'ACEG (Association for Careers Education and Guidance) Framework for careers and work-related education' April 2012.
- The 'Careers Education Framework 7-19'.
- 'Careers Education and Guidance in England – A National Framework 11-19' (DfES, 2003).
- 'The Education Act' 2011.
- 'The Gatsby Report' 2013.
- The OFSTED report 'Going in the right direction? Careers guidance in schools' 2012.
- 'Careers guidance and inspiration in schools' April 2014 and March 2015 (DfE).
- 'The Gatsby Benchmark Toolkit' The Careers and Enterprise Company
- 'Careers guidance and access for education and training providers' January 2023 (DfE).

2.2. The latter is the most up to date guidance published by the Department for Education which focusses on schools working towards the eight Gatsby benchmarks. The Gatsby benchmarks are the core dimensions of good careers and enterprise provision, and are as follows.

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Our role is to help students to overcome challenges so that they leave school prepared for life in modern Britain, and to take on the challenges of working in roles that may not yet exist. In helping this preparation schools should be “developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.”

The document contains a number of the features of high quality careers provision that the school is striving to achieve including:

- Having an embedded programme of career education and guidance that is known and understood by all stakeholders.
- Providing good quality information about future study options and labour market opportunities.
- Providing support from an informed adviser to enable all students to make the best use of the available information.
- Providing multiple opportunities for students to learn from employers about work, employment and the skills that are valued in the workplace.
- Allowing students to have first-hand experiences of work places.
- Providing students with the opportunity to understand the full range of learning opportunities available to them.

The school supports the above by

- Allowing and encouraging pupils to tackle real life challenges.
- Providing a range of activities that inspire young people.
- Offering students real life contacts with the world of work and higher education.
- Utilising inspirational role models, including alumni, from the careers to which the students aspire.
- Providing independent and face to face careers advice and guidance, through individual and drop-in sessions.
- Ensuring students have access to advice on the options available at key transition points in their education.
- Promoting a range of career choices in a variety of areas.
- Aiming to prevent stereotyping in higher education courses and careers.
- Developing entrepreneurial skills.
- Developing basic career management skills like CV writing and interview skills.
- Using a range of appropriate information.
- Raising students’ awareness of other opportunities that could help them with their career aspirations such as the National Citizen Service and other voluntary and community activities.
- Providing access to Unifrog.

3. Delivery

3.1. The Heads of Year and the Careers Leader are responsible for the leadership, management and co-ordination of CEIAG. Careers lessons and enrichment lessons are part of the timetable commitment for all students in the school. There are a wide range of people within the school for whom careers forms part of their remit, and a number of external organisations who provide services, whether regularly or on an ad-hoc basis. These include ex-students, parents, universities, local employers and professional organisations.

Resources and information: Resources are located in the library which can be accessed by students throughout the school day. Similarly, resources are also available in the Sixth Form block. There are a range of books, magazines, leaflets and information packs as well as multiple PCs which provide access to internet based materials. Students are shown and reminded of the information available. Other sources of information come from:

- Careers lunches where alumni and other visitors provide information and advice.
- Careers and Higher Education days in Key Stage 4 and 5.
- STEM lessons in Year 7 and Year 8
- Year 10 visit to a local university in Enrichment week.
- Electronic messages to students on opportunities as they come up.
- University Open Day visits for Year 12 students.
- Talks by visiting speakers, on job roles, apprenticeships, finance, scholarship and other opportunities in the world of work.
- Regular promotion of online/web based resources/activities for students to access.

3.2. Contact with parents is maintained in a variety of ways, including:

- Letters from school giving advice and information about vital issues such as careers interviews, student finance and higher education choices.
- The Careers Lead being available at key Parents' Evenings and the Sixth Form Open Evening.
- Presentations to Year 12 parents in the Spring Term on university applications and for Y13 parents in the Autumn Term on student finance.
- Response to ad-hoc requests for advice and information, including appointments in school.

4. CEIAG in the curriculum

The programme is updated regularly and published on the school website.

Key Stage 3

4.1. In Years 7 and 8, the PSHE programme is prepared and delivered by the Heads of Years. This programme focuses on enabling the students to develop key skills as they adapt to secondary school in terms of working with new people, developing resilience and perseverance as well as working in teams. In addition to the PSHE programme, aspects of careers in the STEM industries are introduced through STEM lessons, and competition entries.

4.2. In Year 9, several lessons in the PSHE programme are allocated for careers based learning. The programme is prepared and delivered by the Head of Year 9 and focuses on GCSE options. Students also research possible future job roles. A GCSE Options Evening is held annually for parents and students in the Spring to support with the process of choosing GCSE options.

4.3 Some students in Year 9 have the opportunity for an individual Careers Interview with an external provider.

Key Stage 4

4.4. Year 10 and 11 students follow a programme within PSHE delivered by the Heads of Year with a focus on individual action plans, where/how to find out information and the different types of qualifications and career paths open to them. After mock examinations have taken place there are interviews for every Year 11 student

led by the Senior Leadership Team and Heads of Year to discuss post-16 plans and choices. Tutors also play a key role in supporting their tutees' future plans.

4.5. During PSHE lessons, students learn about employability skills, writing a CV and job application letters and how to conduct themselves in an interview, as well as how to make alternative post-16 applications as necessary.

4.6. All Key Stage 4 students have the opportunity for an individual Careers Interview with an external provider.

Key Stage 5 (Sixth Form)

4.7 As with KS4, Sixth Form students follow a programme within PSHE delivered by the Heads of Year: what Post 18 options are available, where/how to find out information and the application process. Thereafter, the tutors take a significant role in providing advice to the students, particularly in the application process and reference writing for Higher Education courses and/or employment. The Head of Year is a continual presence via PSHE lessons which move with the student through the process and if necessary they offer one to one advice and guidance where needed.

4.8. Sixth Form students are regular attendees at careers lunches, medicine discussion groups and university open days. Careers and Higher Education learning is delivered by the Heads of Year (and other staff as required) as part of the PSHE and enrichment programme. After Christmas in Year 12, through to June, there is an emphasis on the variety of education, training and career paths both in the UK and abroad. There is a Post-18 Careers day which takes place in March in which speakers from universities and our alumni, provide information to the students. Students are able to attend the UCAS convention which usually takes place in Birmingham in the Summer Term.

4.9. The tutors, by this stage, will have had regular conversations with their tutees about their post-18 plans and will provide such information to the Head of Year. This information can sometimes be used to inform planning for future speakers. PSHE lessons are also given over for this purpose and include advice on personal statements, completing the UCAS form, choosing universities, gap year options, degree apprenticeships, student finance, life at university and confirmation/clearing procedures.

4.10. In the Autumn Term of Year 13, a series of mock interviews are provided for those students who are applying to competitive courses where interviews are required such as Oxbridge and Medicine. Students additionally receive advice and stage peer mock interviews in PSHE sessions. The support process continues in the Spring Term of Year 13 with advice on student finance, accepting offers and alternative options for students who have yet to receive offers at university.

5. Alumni

5.1. A number of Year 13 students may not succeed in gaining a university place initially. They may then choose to apply again the following year or even after that. Others may choose to apply for the first time after they have left school, while a small group may opt for employment. The guiding principle is that the school is happy to provide references (see section 8 below), particularly in the first two years after leaving.

5.2. The school keeps detailed individual destination data for Year 13 leavers and, increasingly, for students who leave in Year 11 and 12.

5.3. Alumni are contacted each year to invite them to come back to school to share their university and/or working life experiences. These events are often open to students in all year groups, although in reality those from Years 11-13 attend more often. These conversations often involve career paths, qualifications and experiences in different employment sectors.

5.4. Alumni are occasionally invited to give a more formal presentation about their experiences of higher education or employment. These might take place in assemblies, enrichment lessons or form part of the higher education/careers days in the Sixth Form.

6. Work experience

6.1. We promote a wide range of online work experience placements to our students. These are becoming more popular and can often be done in the student's own time and/or in the holidays.

6.2. Some parents arrange work experience for their children through their own or family contacts. Where this is not possible, school contacts can sometimes help the students make contact with appropriate organisations.

6.3 Year 11 students are strongly encouraged to undertake a week of Work Experience after they have completed their GCSE examinations.

6.4. Sixth Form students may also arrange work experience after discussion with the Head of Year; some students complete this in their study time as an ongoing placement. The students will be responsible for arranging leave of absence from school. There is no set week, although students are encouraged to complete their Work Experience during enrichment week in Year 12. Any Work Experience at other times should be arranged so that no exams are missed and the number of school commitments and lessons missed is kept to a minimum. For any student leaving the school, the placement must be completed by the end of July.

7. Higher Education applications

7.1. Section 4 covers the ways in which this topic is covered in the curriculum, particularly in the Sixth Form. After Year 12 exams in May/June, the universities begin to hold their pre-application open days. These usually occur in late-June/early July and then September/October. Parents and students are advised that whilst it is important to visit universities and colleges which are of genuine interest to the student, care will be needed not to miss too many lessons, particularly on the same days. During the Sixth Form students are allowed five school days to visit universities they are particularly interested in, permission must be requested in advance for these visits.

7.2. The students are responsible for compiling their own personal statements and are given advice by tutors and the Heads of Year during PSHE lessons. Those who are aiming for the mid-October UCAS deadline (Oxbridge, medicine, etc.) start to plan their personal statement in the June of Year 12 and need to complete it by mid-September. Most other students also start work on their personal statements in the summer term and should aim to complete their applications by October half term. Some students apply outside of the UCAS system and deadlines are variable.

7.3. Students and their parents are given advice about how to respond to their offers and when and how to apply for student finance. This happens in early January. The students receive advice from the Head of Year and their tutors or through enrichment lessons or assemblies.

8. References

The tutors & teachers write the student references for higher education following guidance which is updated annually. For all other references (work experience, volunteering, internships, gap years, employment), where students ask staff to act as a reference, students are advised to put the Head of Year or the Headteacher as the referee. References are held on file for future use. Historic references (longer than two years) would normally be brief and factual whilst stressing the lack of recent knowledge beyond school. If a student has kept contact with a particular teacher beyond school, then it is up to that individual whether they wish to be a referee but if they are doing this, it should be clear that this is a personal reference and not an official one from the school.

9. Results day

The students are given information about A-level results day in August via a joint letter from the Head of Year and the Exams Officer. All key members of staff are present in school on results day to offer advice to students and parents who need it, either by e-mail, telephone or in person. This might be because expectations have been exceeded or otherwise. Contact is maintained with those who need it until the end of August when offers

need to be confirmed, with clearing being the main query needing to be dealt with. Those students who had applied, withdrew from the application cycle or could not find a place are advised to contact the Head of Year 13 in September at least a month before submitting an application for the next cycle.

10. Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to students 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.

Student entitlement

All pupils in years 8-13 are entitled:

- 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;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Dr J Rose, Assistant Headteacher

Telephone: 0121 444 2150

Email: head@kechg.org.uk

Opportunities for access

A number of events (at least 2 per key stage) are integrated into our careers programme; these will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

These are mandatory for students in Key Stage 3 and Key Stage 4 to attend.

These activities will provide

- Information about the provider and the approved technical qualifications or apprenticeships they offer
- Information about the careers that the technical qualifications and apprenticeships lead to
- A description about what learning or training with the provider is like
- An opportunity for the pupils to ask questions

These events take place throughout the year and include

	Autumn Term	Spring Term	Summer Term
Year 7			Assembly
Year 8			Assembly
Year 9		KS4 Options Event – Ask Apprenticeships	Assembly
Year 10	Small group sessions with visiting speakers Ask Apprenticeships assembly	Small group sessions with visiting speakers	Small group sessions with visiting speakers Careers day to include speakers about Apprenticeships
Year 11	Small group sessions with visiting speakers Meeting with careers adviser Post 16 applications Ask Apprenticeships assembly	Small group sessions with visiting speakers Post 16 discussions and external interviews as appropriate	Small group sessions with visiting speakers Confirmation of post 16 education destinations for all students

Year 12	Small group sessions with visiting speakers	Small group sessions with visiting speakers Post-18 Day to include information about Apprenticeships PwC apprenticeships visit	Small group sessions with visiting speakers
Year 13	Small group sessions with visiting speakers	Small group sessions with visiting speakers	Small group sessions with visiting speakers Confirmation of post 18 education destinations for all students

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classroom or private meeting room available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio-visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or the most appropriate member of staff.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Dr Rose who will arrange for it to be available to students in the Library which is open to all students at lunch and break.