

## **Careers Education and Guidance Policy**

**Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care. Within the Careers Curriculum this includes raising awareness and aspirations regarding opportunities for education, training and employment.**

**Approved Date: February 2023**

**Review Date: Autumn 2023**

**Amendment Dates:**

**Named Careers Leader: Dr Max D Stites**

**Independent Careers Adviser: Mrs Caroline Tully**

**SMT Careers Link: Mr Andi Kosmaczewski**

**Board of Governors Careers Link:**

**Enterprise Coordinator: Ms Jacqueline Hobson (Heart of the Southwest Careers Hub)**

**Enterprise Advisor – Mr James Twigger (Accounting4Everything)**

### **RATIONALE/OVERVIEW**

The **purpose** of **Careers Education, Information, Advice** and **Guidance** (CEIAG) is to enable students to acquire a firm foundation of essential knowledge, understanding and skills alongside a commitment to lifelong learning as career paths continue to change and new knowledge and abilities are required. It engages students in a process which enables them to appreciate the skills they have gained and understand how they fit together, helping them to make ambitious decisions wisely throughout their lives particularly relating to education, training and employment.

The introduction of the Gatsby Benchmarks provides TBGS with a valuable opportunity to not only build on our traditional strengths in preparing students for work, careers and further study, but also to engage in a process of systematic review and refinement of careers provision that is informed by the best current statutory and expert guidance in order to meet the needs of our pupils

### **AIMS**

Historically, CEIAG at TBGS has been founded on four broad aims. Under the latest guidance these aspirations remain unchanged. TBGS continues its quest to help students:

1. Understand themselves and develop their capabilities by:
  - Assessing and reflecting upon their needs, interests, values, aptitudes and aspirations.
  - Developing the knowledge, self-reliance and key skills needed for adult life.
2. Investigate careers and opportunities by:
  - Extending their knowledge of the changing local, regional and international opportunities in education, training and work.

- Gaining direct experience of work as appropriate.
- 3. Implement their career plans by:
  - Developing the skills needed to make ambitious, but informed, reasoned decisions based on research.
  - Reviewing and evaluating their decisions.
  - Discussing other alternatives and coping with any change.
  - Gaining access to further help.
- 4. Prepare for effective transition to new roles and situations by:
  - Identifying routes to stated career goals.
  - Stating the action necessary to achieve these goals.
  - Considering alternatives.
  - Putting their decisions into action with confidence when they are ready.

## **Gatsby Benchmarks**

The most recent statutory guidance published by the Department for Education<sup>1</sup> requires that all schools work towards meeting eight Gatsby Benchmarks. The structured set of goals indicated by these requirements is used to guide the specific provisions of the TBGS Careers Curriculum, inform its ongoing review and refinement, while also providing a clear framework for the practical pursuit of the four aims stated in the previous section. The eight benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

In practice, meeting each of the individual benchmarks will involve a combination of continuing with well-established existing provision (e.g. employer and educator visits, options events, educational fairs etc.) alongside the introduction of new resources, activities and events overseen by the Named Careers Leader. Working with linked members of the Governors and SMT, the Enterprise Coordinator and Advisor as well as the Independent Careers Advisor, Heads of Department, tutors and other staff, the Named Careers Leader will coordinate the ongoing evolution toward full achievement of all eight benchmarks.

## **MANAGEMENT OF CAREERS EDUCATION AND GUIDANCE**

**Named Careers Leader: Dr Max D Stites**  
**Independent Careers Adviser: Mrs Caroline Tully**  
**SMT Careers Link: Mr Andi Kosmaczewski**

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<sup>1</sup> Careers guidance and access for education and training providers  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

**Board of Governors Careers Link:**

**Enterprise Coordinator: Ms Jacqueline Hobson (Heart of the Southwest Careers Hub)**

**Enterprise Advisor – Mr James Twigger (Accounting4Everything)**

**The Named Careers Leader is overseen and supported by SMT as well as the Board of Governors. The named links to both groups ensure full communication and oversight complemented by direct discussion with SMT and governors on policy and practice. The Named Leader also works to oversee the preparation and evaluation of the programme and offers support to colleagues involved in its implementation.**

**The Independent Careers Adviser (ICA) is required to offer individuals impartial and confidential advice. Details of discussions with individuals may not be stored on school computer systems but must be stored securely by the ICA. No school staff or agents other than the ICA may have access to these records. By ensuring absolute confidentiality, students may be assured that the guidance given is without bias.**

## **STAFF DEVELOPMENT**

The school membership of the South West Academic Trust (SWAT) provides a conduit for sharing good practice with similar institutions. The Named Careers Leader attends regular meetings with SWAT colleagues to exchange ideas and experience.

Likewise, membership of the Heart of the Southwest (HoTSW) Careers Hub – part of the Careers and Enterprise Company – provides a source of careers information specific to the region as well as further opportunities for sharing resources, events and best practice.

In addition, the Head of Careers completes courses for professional development. Where appropriate other staff will be offered the opportunity for professional development in CEIAG.

As the CEIAG programme continues to evolve in-line with the Gatsby Benchmarks all staff will need to be aware of the opportunities and requirements to include careers information in lessons in their areas of expertise. The Name Careers Leader, will seek to support staff in both identifying and recording instances in which they already do so and to identify further opportunities to link the academic and careers curricula.

## **EQUAL OPPORTUNITIES**

Careers Education, Information, Advice and Guidance promotes equality of opportunity for every individual and prompts thinking beyond the confines of stereotypical occupational roles. Careers Education supports the wider school goals of helping pupils to gain access to the full range of opportunities in the

school. Specific support may be necessary for SEND pupils and late entrants. Students are encouraged to explore their own attitudes, recognising the risks of stereotyping and discrimination and accepting responsibility for their own actions.

All pupils are offered impartial and confidential advice about their choices of education, training and work.

### *METHODOLOGY AND APPROACH*

Careers education is offered as both continuing and blocked work units according to need. Provision is incorporated into Philosophy and Ethics lessons at KS3 since so many of the skills and attitudes appropriate to CEIAG cross the strands of the Philosophy and Ethos/PSHE programme (see PSHE policy). There will also be opportunities for registration activities during tutorial sessions.

A range of teaching and learning strategies will be advised and monitored as part of the quality control process by the Head of Careers.

**At key points, for example Year 9 and Year 11 option choices, the Careers Teachers and Careers Advisers lead sessions. Dedicated events supplement careers work in year 12 with advice on and practice in research before application to Higher Education courses or employment. The focus in year 13 is on personalised careers advice supplied by the Head of Careers and the Independent Careers Adviser.**

### **PROCEDURES FOR REVIEWING EFFECTIVENESS OF CEIAG**

Formal evaluation will occur regularly through the use of the Compass+ Evaluation tool at regular points during the year. Discussion with the linked Governor and SMT member as well as the HotSW Coordinator and Advisor will play a key role in this process

Informal evaluation will be by discussion between the Head of Careers, Independent Careers Adviser, tutors and students to keep progress under review and to identify targets for future development that would further good practice. Structured formal evaluation of both pupil and tutor response at the end of modules in the PSHE programme supports this process. The Independent Careers Adviser will be observed at least once each year while conducting an individual interview. The permission of the interviewee must be obtained. Student Council will be consulted at least annually for their views on the provision of CEIAG.

### **PROGRESSION AND DIFFERENTIATION**

Progression is addressed by the schemes of work written for the year 7–12 PSHE programme. As we work toward complete fulfilment of the Gatsby Benchmarks, this will also be supported by subject-specific careers lessons/units within departments.

A key goal for the CEIAG programme is to provide better support, progression and differentiation for all pupils especially those identified as SEND and in KS3. During Key Stage 4 and beyond the programme offers a variety of alternatives at post-16 and post-18 to allow for specific needs of individuals. Occupational seminars in year 12 cater for different interests, while individual interviews offer differentiated advice according to need, ability and potential.

Introducing students to and encouraging them to make use of the Career Pilot system will help pupils to consider and record the appropriate next steps, help in making better choices and decisions affecting future careers.

Parents and guardians are also entitled to a clear understanding of the services available and will have regular opportunities to consult careers staff and advisers especially at key transition periods.

## **A COHERENT APPROACH**

Careers education is an essential element in the school curriculum, cutting across subject boundaries and reaching out to the world of business, education and training outside school. Across all years, there will be opportunities for pupils to meet with a range of employers and education and training providers.

In **Years 7 and 8** the program will concentrate on self-awareness, relationships with others and communication skills. It also raises awareness of career opportunities within school and local community and introduces students to the resources available. Tutorial resources are made available to Year 7 tutors to encourage research into what various jobs entail. Year 8 students participate in a sessions exploring informed decision making and possible career paths.

In **Years 9 and 10** the emphasis will be on awareness of the options available at 13+ with exploration of career opportunities, stereotyping and decision-making. This is done by use of the Career Pilot computer-based system to encourage individual research into possible career options.

In **Year 11** students participate in a 6<sup>th</sup> Form Taster Day which helps them to consider their options for 6<sup>th</sup> form study as well as offering advice on preparing for and completing Work Experience. All students are encouraged to complete a work experience placement at the end of year 11. Access to up-to-date, unbiased information will be available on post-16 alternatives including apprenticeships and A level choices during year 11 and individual careers guidance interviews with the Independent Careers Adviser are given to every student.

In **Years 12 and 13** students are prepared for UCAS application to higher education through a UCAS preparation day and also an Independence day and are made aware of other opportunities available in further education, training and employment including degree-level apprenticeships. Again, all year 12 students are offered individual careers guidance interviews. They are also given weekly registration activities to enhance their knowledge of Further Education, Job

opportunities, Gap years etc., as well as discussion topics used to develop Citizenship.

The careers program is an integral part of the school's PSHE curriculum, but is also linked to other school learning and guidance processes.

Careers information is being made available for appropriate subject areas across the school, while specific careers work is offered in a variety of disciplines.

**The Careers Department is committed to working closely with its partners:**

**Students, tutors and Heart of the Southwest (HoTSW) Careers**

**Hub** colleagues are invited to contribute to the evaluation, review and organisation of the careers program on a regular basis.

**Parents** have a key influence on pupils' careers choices. Careers staff are available at parents' evenings for consultation and parents are invited to contact the school regarding careers issues at any time. Information is published to aid student choice in year 9 and year 11 whilst year 12 parents' Induction and Higher Education evenings are held to inform parents of developments in further and higher education and training.

Careers staff from the **South West Academic Trust** provide the benefit of their experiences in schools that are academically similar to TBGS. **HoTSW** colleagues help to share information and opportunities specific to the region that will be of benefit to pupils and other stakeholders.

**Local Business** and the wider community work with the school.

Co-operation with **other schools and colleges** locally is facilitated by contact between appropriate careers staff over pupil transfer and application.

**TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of people with a disability, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.**

**This document is available in alternative formats on request.**