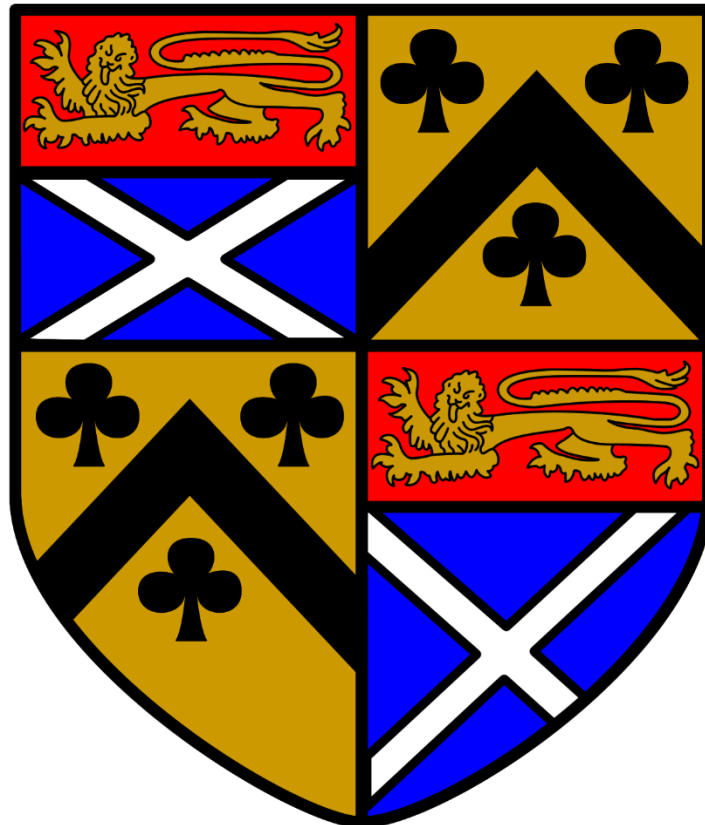


Rochester Grammar School

CEIAG Policy



This policy was adopted on	July 2022
The policy is to be reviewed on	July 2025

Careers Lead – Mr Matt Dowling (Vice Principal)

1 - Careers Strategy and Rationale

A planned programme of careers and inspiration activities is a vital component in preparing young people for the world beyond The Rochester Grammar School. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence. The Rochester Grammar School is committed to providing its students with a planned programme of careers education for all students in Years 7-13, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adult and working life

2 - Aims

CEIAG is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and Governors at The Rochester Grammar School recognise that career planning is not limited to one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. We fully endorse the DFE's 'Careers strategy: making the most of everyone's skills and talents' (December 2017) and the 8 Gatsby benchmarks:

The Gatsby Career Benchmarks: a world-class standard for schools and colleges

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

3 – Legal Framework

This policy has regard to the legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeship, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

4 – Roles and Responsibilities

The governing body is responsible for:

- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that all learners are provided with independent careers guidance from Year 7 to Year 11

The Careers Leader is responsible for:

- Preparing, implementing and overseeing the whole school strategic plan for CEIAG
- Advising the school leadership team on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Reviewing and evaluating the program of CEIAG
- Use of the Compass Plus evaluation tool for annual self-evaluating of the overall careers provision.

- Managing the overall whole school provision of careers information for Rochester Grammar School
- Responsibility for publishing the details of the school's careers programme and a policy statement and providing access details on the school website.
- Liaising with the Principal and the Careers Adviser to implement and maintain effective careers guidance for all students
- Liaising with all Curriculum Leads to ensure an embedded careers education is established within each curriculum area
- Quality assurance of teaching and learning of careers education
- Supporting all staff with up to date and relevant information and advice in regards to careers education
- Planning and delivery of whole school Continuous Professional Development opportunities to ensure a comprehensive careers curriculum is in place
- Liaising with the pastoral team and the SENCO to identify any students requiring guidance
- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Overseeing the referral of students to the career's advisers
- Engaging with the DLAC to ensure they know which students are in care/are care leavers, to understand their additional support required by these students, and to ensure that any personal education plans can inform careers advice
- Establishing, maintaining and developing links with local colleges providers, universities, apprenticeship opportunities and businesses/employers
- Referring to the Gatsby Benchmarks to assess the school's careers provision and ensure compliance with statutory duties, with a focus on meeting all benchmarks
- Facilitating access for students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage

The Careers Advisor (delivered by an external provider – CXK) is responsible for:

- On-going updates to the Careers Lead regarding student one-to-one interviews
- Providing an opportunity for impartial careers advice to all students
- Offering guidance on relevant research areas for students to explore about potential pathways
- Keeping up to date with any relevant developments within the CEIAG sector

All Curriculum Leads and Teaching Staff are responsible for:

- Ensuring that careers education is embedded within the overall curriculum and is planned into the sequence of lessons being delivered to all students across all Key Stages
- Promote the use of employability skills within lessons through the use of the Skills Builder program
- Attend any relevant whole school CPD opportunities to ensure that they are up to date with the school's careers strategic plan and focus

- Create opportunities for students to engage with real life problems, employers and the world of work within the classroom

3 - Delivery and Content

Careers Information and Advice is provided through a dedicated whole school careers Year Plan. Advice and guidance is provided through a variety of sources, ranging from (but not limited to); PSHE, to group workshops, enterprise events and individual interviews, college partnership courses, college and university visits, and presentations by prospective employers.

Brochures, leaflets and other forms of printed material are provided and additional advice through subject teachers.

An independent Careers Advisor attends the school at key times throughout the academic year to provide individual advice and guidance to students. All careers advice and guidance given is person centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice.

During arranged events including 'Parents Evenings', 'Open Evenings' and 'Options Evenings', careers information and advice is made available to students, parents and carers.

The Careers Zone is stocked with key publications suitable for a range of ages and abilities. The Careers zone is located the main school building and is easily accessible to students and staff.

Materials are audited annually to ensure information is up-to-date and accurate and relevant to meet with the students' requirements. [Further information is available on the school's website displaying current careers advice for all year groups and contains web links to reliable careers websites.]

Students in Years 7-13 are entitled to:

- Have access to their careers' advice records to support their career development.
- Have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14).
- Have at least one experience of a workplace, additional to any part time jobs they may have (by the age of 16).
- Have one further workplace experience additional to any part time job they may have (by the age of 18)
- Have a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers – including opportunities to meet both staff and students (by the age of 16)
- Have at least two visits to universities to meet staff and students (by the age of 18)
- Receive guidance interviews with a careers adviser by the age of 16, and the opportunity for a further interview by the age of 18
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.

- Understand how to make applications for the full range of academic and technical courses available. At points across the school year, a variety of employers and external providers are invited into The Rochester Grammar School to talk about different careers.

4 - Provider Access Statement

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

5 - Access Opportunities

Our provision includes various opportunities for students to access a range of events. These are mainly integrated into the school's careers programme and curriculum and whole school careers year plan. These events are therefore delivered internally, with contribution from external providers where appropriate.

6 – Provider Access Procedures

A provider wishing to request access should contact Mr Matt Dowling via the school contact details. Local providers are invited to key relevant events. In addition, external providers interested in coming into school should speak to Mr Matt Dowling, our named Careers Leader, to identify the most suitable opportunity. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

7 – Resources and Facilities

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub which is managed by Mr Matt Dowling. The Careers Hub is available to students at lunch times on a rota basis throughout the week.

Appendix 1

CEIAG Year Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7		- PSHE: Raising Aspirations and Careers Focus	- University Visit			- Incoming Y6 Transition Event – RGSPCN launch
Year 8		- PSHE: Employment and Careers			- UKMT Junior Mathematics Challenge	
Year 9		- PSHE: Careers Options/Your Future	- Careers workshop – my future starts here	- Year 9 Options Evening	- Speak Out Challenge	- Take your child to work day - Enterprise Day X2
Year 10		- RGS Careers Fair		- RGS Apprenticeship Fair		- PSHE: Preparing for Work - Local College Assemblies
Year 11	- One to One Interviews - Post-16 Assemblies - Post-16 Parents Information Evening	- One to One Interviews - PSHE: Employment and Careers Progression - RGS Sixth Form Open Evening	- One to One Interviews - Guided parent meetings with career advisor	- One to One Interviews	- One to One Interviews	
Year 12			University Visit		- PSHE: Personal Branding	- Work experience week - Virtual University - One to One interviews
Year 13	- University lecture		- University lecture	- One to One interviews		

Whole School	<ul style="list-style-type: none"> -Career of the week – TT - STEAM Club 	<ul style="list-style-type: none"> - Visiting Speaker – RGSPCSN - Career of the week – TT - STEAM Club 	<ul style="list-style-type: none"> - National Careers Week - National Apprenticeship Week - Visiting Speaker – RGSPCSN - Career of the week – TT - STEAM Club 	<ul style="list-style-type: none"> - - Visiting Speaker- RGSPCSN - Career of the week – TT - British STEM Week - STEAM Club 	<ul style="list-style-type: none"> - Visiting Speaker – RGSPCSN - Career of the week – TT - STEAM Club 	<ul style="list-style-type: none"> - Big Bang Fair - Visiting Speaker- RGSPCSN - Career of the week – TT - STEAM Club
Quality Assurance	<ul style="list-style-type: none"> - Displays Audit 	<ul style="list-style-type: none"> - Compass + Update 	<ul style="list-style-type: none"> - KS Student Voice QA - Displays Audit 	<ul style="list-style-type: none"> - Compass + Update 	<ul style="list-style-type: none"> - Displays Audit 	<ul style="list-style-type: none"> - KS Student Voice QA - Review of Strategic Plan - Action Plan Draft - Stakeholder feedback - Compass Evaluation - Compass + Update