



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Careers Policy

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Related Documents/Policies

Reference	Title
	Provider Access Policy (2022)
	PSHCE and RSE Policy (2022)

Mrs Harbinder Flora (Associate Senior Leader and SLT Careers Link) is responsible for reviewing and updating this procedure.

EDI STATEMENT

King Edward VI Handsworth Mission Statement

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

Unconscious Bias Key definitions:

There are two types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Unconscious bias is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions, rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

Careers Policy

Careers education and guidance programmes play a significant role in helping young people choose future pathways that suit their interests, abilities and individual needs. The CEAIG programme at King Edward VI Handsworth School for Girls will help students plan and manage their future pathways effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotyping.

King Edward VI Handsworth School for Girls recognises that it has a statutory duty to provide careers education in Years 7-13 (1997 Education Act, 2003 Education Regulations) and to give learners access to impartial careers information, education and guidance (1997 Education Act, 2009 Education and Skills Act). The School is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all students in Years 7-13, in partnership with local specialist providers; and to provide extra support as required for vulnerable students and students with special educational needs. Our commitment to careers education is in line with the Gatsby Benchmarks for the delivery of robust careers education (see appendix 1). King Edward VI Handsworth School for Girls endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments such as the Careers Enterprise Company.

This policy is guided by the Gatsby benchmarks and conforms to statutory requirements as set out below.

- The Education (Careers Guidance in Schools) Act 2022
- DfE Careers Strategy: Making the most of everyone's skills and talents (December 2017)
- DfE Careers guidance and access for education and training providers (January 2018)
- Sections 42A1 , 42B and 45A of the 1997 Education Act, 2003 Education Regulations to provide statutory careers guidance to pupils in Year 7-13
- Section 72 of 2008 Education and Skills Act to give learners access to impartial careers information, education and guidance.
- The Technical and Further Education Act 2017.
- Ofsted's Common Inspection Framework
- Ofsted's School Inspection Handbook
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Development

This policy was developed and is reviewed biennially in discussion with staff, students and governors. Mrs H Flora (Associate Senior Leader & SLT Careers Link) is responsible for reviewing this policy.

Context

From September 2013, The Education Act of 2011 placed schools under a statutory duty to ensure that all registered pupils in Years 7-13 have access to independent, accurate and impartial information, advice and guidance.

A further addition to the Technical and Further Education Act 2017 states that schools in England "must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships".

Each year around 90% of our cohort stay on into our Sixth Form from Year 11. They are joined by over 40 pupils from other centres at the start of Year 12; of these around 85% of the cohort go on to University. At each point of 'transition' we strive to ensure that our students are purposefully provisioned in terms of advice and guidance, including information and support regarding options, university study, apprenticeships, employment or further study with another provider.

Aims and Values

King Edward VI Handsworth School for Girls embraces the transformative power of education and remains committed to supporting and empowering our students to grow into strong and independent individuals who are equipped to face the challenges of the modern world. Careers provision plays a key role in the development of students for life beyond school. Careers provision at King Edward VI Handsworth School for Girls will encourage students to consider a wide range of options and opportunities and ultimately to go into courses and jobs which suit their needs, skills, ambitions, interests and qualities. Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned and progressive programme of activities supports students in choosing pathways from 14-19 years old. Within this programme, students will:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Make best use of the Information, Advice and Guidance (IAG) both independently and with support.
- Develop essential careers skills promoted through our Teaching and Learning ethos including creativity, perseverance, resilience, good self-presentation and adaptability.
- Manage transitions in their lives such as GCSE and A-Level options as well as from school to university or work or an apprenticeship.
- Raise their aspirations, broaden their horizons and challenge stereotyped thinking about what they and others can achieve within our society.

The Government's careers strategy, published on 4 December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

Under the Government's Careers Strategy (2017) students are entitled to careers education and guidance which follows the policy above and is therefore independent and impartial, integrated within their overall education and structured to provide help at decision points and to meet their continuing needs. Students are also entitled to access a range of providers of technical education and apprenticeships to inform them about technical education qualifications or apprenticeships as per our Provider Access Statement.

This policy complements and should be read in conjunction with our school's vision and values statement and other relevant policies such as the PSHCE, Provider Access, SEND and Safeguarding policies.

Commitment

The governing body, headteacher, senior leadership team and staff are committed to:

- Meeting our statutory careers-related responsibilities and principles of good practice in Careers Education and Guidance.
- Providing resources and advice to enable students to understand and develop career choices, including securing independent and impartial careers guidance for Years 7- 13
- Ensuring that careers education is a key part of the overall curriculum and learning framework for all years, with a planned programme of CEIAG activities that meet students' needs
- Ensuring that careers advice provided is both independent and impartial, and is offered equally to all students regardless of gender, ethnicity or disability
- Involving students, staff, parents and carers in the further development of careers work
- Working with a range of external partners and organisations, including providers of careers advice and guidance, local education-business partnerships and former students, and especially collaborating more fully with local and national employers

Statutory duties

- Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7 – Year 13.
- The governing body must ensure that the independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- The proprietor must prepare a policy statement (see the Provider Access Policy) setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
 - any procedural requirement in relation to requests for access.
 - grounds for granting and refusing requests for access.
 - details of premises and facilities to be provided to a person who is given access.
- The proprietor must revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

Roles and responsibilities

The careers strategy (DfE, 2017) sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. The named member of staff is Mr Christopher Packham (Careers Lead). The member of the Senior Leadership Team (Mrs H Flora, Associate Senior Leader) works in conjunction with the rest of the Senior Leadership Team and the member of the Governing Body with strategic oversight of Careers Education and Guidance.

Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.

The Careers Leader is supported by Ms Sandra Jones who is the school's Careers Advisor. Ms Sandra Jones works one day a week and is responsible to the Schools Careers Leader.

In the Sixth Form a Post 16 Careers, enrichment and work-related learning coordinator coordinates this programme and is responsible to the Director of the Sixth Form and the Careers Leader.

All staff contribute to the Careers Education and Guidance programme through their roles as form tutors and subject teachers.

Parents and carers

Parental involvement is encouraged at all stages. As of September 2023, Parent Engagement and Information events will include information about the careers programme and opportunity for parents and carers to meet the Careers Leads.

Details of our careers programme are published on our website so that it is known and understood by students, parents/carers, teachers, governors and employers.

Parents are supplied with Key Stage 3 Curriculum Information, Key Stage 4 Options Booklet, Sixth Form Options Booklet, Oxbridge Information Sessions and a weekly Parent Bulletin. Parents and carers are also invited to attend options evenings for Year 9, Year 11 and Sixth Form. A Careers Fair is organised bi-annually for students in Years 7-13. A Higher Education and post-18 Opportunities Event is organised annually for years 12 and 13. Parents and carers are kept up to date with careers related information and events through the Parent Bulletin and the careers section of the school website. Parents and carers are also invited to contribute to careers events and activities in school.

Resources, Implementation and Delivery of Careers Guidance

The budget for Careers Education and Guidance is determined annually and every endeavour is made to ensure that sufficient resources are allocated to meet student needs.

The school has two careers libraries – one in the Main Library with a wide range of relevant and up-to-date resources in a range of media, and one in the Sixth Form area containing university prospectuses and information on other routes such as Higher/Degree Apprenticeships. Information

about careers events and opportunities is sent to relevant year groups by email and Google Classroom announcements. Subject leaders are encouraged to promote events with strong connection to their subjects and curriculum.

Another important source of information is the school's careers website which is maintained by the school's Careers Leader. This section of the website contains information, resource downloads, links and access to key pieces of software subscribed to by the school. Careers information is displayed on information boards in the main school and the Sixth Form.

Careers Guidance for students is provided by Mr Christopher Packham and by a Careers Advisor from Learn to Work, Ms Sandra Jones. Careers appointments are organised by the Careers Advisors to ensure all year 11 students, and priority students in years 12 and 13, have a one-to-one careers meeting. Careers meetings are also provided for:

- Students referred by Pastoral staff, form tutors and other staff
- Self-referral by students
- Students with EHCPs as part of the EHCP review process

Careers education is primarily delivered through the school's PSHCE programme. The School's PSHCE programme has been developed in line with the Careers Development Institute's 17 learning objectives which are grouped under three main headings:

- Developing yourself through careers, employability and enterprise education,
- Learning about careers and the world of work,
- Developing your career management, employability and enterprise skills.

Careers Education is also delivered discreetly through curriculum lessons, tutor time and off timetable sessions such as activity days. Work Related Learning in the form of optional work experience takes place in Year 11, Year 12 and Year 13 together with careers interviews with an independent advisor and a Careers Fair for Years 9, 11 and 12.

Careers guidance for vulnerable, disadvantaged and SEND students

The designated careers leader will engage with the school's designated teacher for vulnerable, looked after and previously looked after children to 1) ensure they know which students are in care or who are care givers; 2) understand their additional support needs; 3) ensure that, for looked after children, their personal education plan can help inform careers advice.

King Edward VI Handsworth School for Girls aims to ensure that careers guidance for students with special educational needs and disabilities (SEND) is differentiated where appropriate and based on high aspirations and a personalised approach. We endeavour to work with parents and carers or students with SEND to help them understand what career options are possible. This guidance will take account of the full range of relevant education, training and employment opportunities. Where pupils have EHCP plans, their annual reviews must, from Year 9 at the latest, include a focus on adulthood, including employment.

Staff Training and Professional Development

Ongoing staff professional learning and development needs will be identified through an annual needs assessment and appropriate arrangements are made to meet these needs within a reasonable time frame.

Monitoring and review

King Edward VI Handsworth School for Girls is a member of Birmingham Careers Hub. We are supported by an Enterprise Coordinator and Enterprise Advisor, their role is to support the development of in-school provision and to act as a critical friend.

King Edward VI Handsworth School for Girls uses 'Compass +', an online self-evaluation tool, to assess how our careers support compares against the Gatsby benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time. This information is shared with the Careers and Enterprise Company, the Birmingham Careers Hub, SLT and the Welfare Committee of the Governing Body. Other tools used by staff include Unifrog.

Students' opinions are sought via student voice group interviews, student voice surveys, the School Council and via online surveys following a series of careers interviews or events. Parental views are sought at Parent's Evenings. A report is submitted to the senior leadership and governors.

Destination **information** is analysed and used to **inform development and provision of careers activities, events and support.**

Student Entitlement to Careers Education and Guidance

As a student of King Edward VI Handsworth School for Girls, your Careers Education and Guidance Programme will help you to:

Our Careers Guidance programme will enable students to:

- Receive advice, information and guidance which is in their best interest,
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities,
- Make best use of the Information, Advice and Guidance (IAG) both independently and with support,
- Develop essential careers skills promoted through our Teaching and Learning ethos including creativity, perseverance, resilience, good self-presentation and adaptability.
- Manage transitions in their lives such as GCSE and A-Level options as well as from school to university or work or an apprenticeship.
- Raise their aspirations, broaden their horizons and challenge stereotyped thinking about what they and others can achieve within our society.
- Engage in opportunities to work in partnership with employers, higher education providers and others to provide opportunities to inspire students through real-life contact with the world of work
- Develop enterprise and employability skills.
- Encourage students to see career development as a life-long process.

Students will receive:

- Careers Education through PSCHÉ lessons
- A range of planned and purposeful careers related information and opportunities through extra-curricular provision and form time activities
- Inputs from internal staff, external visitors and mentors, the annual Careers Fair, the annual National Careers and Apprenticeship week events, lunchtime 'drop in' sessions by employers and training providers.
- Use of external sources such as websites and other resources available through subscriptions to careers-related software such as Unifrog, the National Careers Service, the National Apprenticeship Service, UCAS and other providers.
- Access to the careers resources– information is available in books, videos, leaflets and digital platforms – ask for help
- Interviews with a Careers Adviser to receive impartial, external, qualified and independent careers support.
- Signposting to work experience opportunities

Students can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme

Progression

Personal guidance on progression opportunities is available for students and their parents at key progression points, specifically:

- **Year 9 GCSE options** - student options talk; parents' options information evening with attendance by our Careers Advisor; options booklets; input in lessons; PSCHÉ; structured support for SEND students
- **Year 11** - Assemblies on Post-16 progression options; individual guidance interviews with independent Careers Guidance Adviser; Open Day information for local educational establishments; form tutor support; relevant information and support to parents/carers on opportunities via school communication systems; displays and external inputs on apprenticeships; tracking via Intended Destinations survey; 'results day' input; structured support for SEND students.
- **Yr12** - Talks, visits and other events covering Higher Education, Degree Apprenticeships and other opportunities.
- **Year 13** - ongoing input for both UCAS and non-UCAS applicants as part of the Post 18 programme; University visits; 'skills' workshops on CV writing and interview strategy for students; bespoke guidance from Sixth form team on 'early applications' to Oxbridge, medical school etc.; access to our independent Careers Guidance Adviser.

Appendix 1 – The Gatsby Benchmarks

Benchmark	Description
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.

