



# **Queen Elizabeth High School**

## **Careers Education Advice and Guidance Policy**

**(Incorporating work experience and work-related learning)**

**September 2024**

Next annual update: September 2025

## INTRODUCTION

This policy has been developed in response to the Education Act 2011, and the Education (Careers Guidance in Schools) Act 2022, which places schools and academies under a duty to ensure all students have access to independent and impartial careers guidance. This statutory guidance specifically states:

- Careers guidance must be presented in an **impartial** manner; include information on options available within 16 to 18 education or training (including apprenticeships and technical education qualifications); and be in the best interests of the pupil to whom it is given
- Careers guidance provided to students must be **independent** and be provided by someone other than a teacher or person employed at the school
- The Gatsby Benchmarks (2016) – these benchmarks of “good career guidance” were established as the result of an independent study by Sir John Holman and will form the basis of careers guidance policy.
- We intend to make the most of everyone’s talents specifically detailing the following:
  1. Gatsby Benchmarks and Careers Leaders – the 8 Gatsby Benchmarks will provide the foundation for an emphasis on every school having a strong careers programme
  2. Encounters with providers and employers – experience of the workplace and developing links between schools and employers are vital in addressing the future skills needs of our economy
  3. Tailored advice, to meet individual needs – personal guidance from a qualified careers adviser can have a significant impact on career decisions and aspirations
  4. Labour market information – providing information about future jobs and careers, as well as recording destination statistics will help to evaluate and inform future careers programmes

With consideration to all relevant publications and statutory and professional guidance the Queen Elizabeth High School CEIAG programme will:

- Meet the needs of all students and be delivered in a varied and engaging way, so as to ensure fair access to information and guidance for all students regardless of ability or need
- Embed careers education across the curriculum, so including all staff as well as students in its delivery and impact; support the whole school curriculum and ensure sustainability of the programme
- Provide access to a range of activities that inspire young people, including employer talks, career fairs, motivational speakers, college and university visits, etc.
- Build strong links with employers to facilitate the program, access industry knowledge and provide meaningful work experience opportunities
- Provide access to all information regarding options at key transition points (post 16 and 18) so students are aware of vocational, college, university and entrepreneurial routes
- Provide independent and impartial face-to-face advice and guidance, taking into account procurement guidance around MATRIX assessed and qualified career professionals
- Seek to complement QEHS Equalities Guidance by:
  - Providing a range of resources and delivery models to accommodate individual needs
  - Helping students to understand the importance and impact of equal opportunities in the workplace
  - Raise awareness and challenge understanding of gender bias and stereotyping in the workplace
- Seek to promote and complement QEHS Special Educational Needs and Disability policy by:
  - Providing additional support for students with disabilities and learning difficulties
  - Providing a range of resources and opportunity to accommodate additional needs
- Work in partnership with Northumberland County Council, student support agencies, employers, training providers, colleges, universities and other relevant organisations to ensure a broad provision and maximise impact for students
- Essential Skills are a key component of employability. We believe in the importance of developing a set of essential, transferable skills for individuals to thrive in education, employment and entrepreneurship. Both schools are part of a programme called Skills Builder. There are 8 essential skills that our students will be taught, developed, used throughout the curriculum and rewarded using the school’s rewards system.



They will practise these skills throughout all their learning at school. We think about these 8 essential skills with just the same rigour as those associated with literacy and maths. These skills are: The Skills Builder Framework takes each of these essential skills and breaks them down into sequential steps from expectations of children to a high level of mastery.

## WORK RELATED LEARNING and WORK EXPERIENCE

Students should have access to high quality work related learning provision throughout their time at QEHS, to help them make informed career choices moving forward. We see this as a key factor in ensuring our students achieve their full potential and are highly sought after by major colleges, universities, employers and apprenticeship providers.

**At Key Stages 3 and 4** this may include:

- Subject specific external visits to employers and presentations from external employers through assemblies and lessons.
- Year 9 – Life Skills Day
- Year 10 – World of Work Day/Virtual Work Experience opportunities
- Year 11 – Taster Day (including apprenticeship talk); college visits; external speakers in assembly and attending parents' evenings

**At Key Stage 5** we continue to provide a number of opportunities to enhance this work-related learning including:

- Personal Development Programme
- In Year 12 all students are expected to undertake at least **one week** of meaningful, high quality **work experience** with an approved employer. This should be tailored to suit the student's prior attainment, their career aspirations and be directly relevant to their study programme.
- Year 13 – Opportunity Ready Conference

## EXTERNAL WORK EXPERIENCE IN YEAR 12:

- Takes place in the work place and allows students to experience real life job roles under the supervision of staff already working in that environment
- QEHS allocate one week within term time for all Year 12 students to engage in work experience, and will ensure, wherever possible, to accommodate relevant requests outside this allocated time
- **QUALITY CONSIDERATIONS** – work experience should contribute to the student's overall academic and career development. Work experience placements should be authorised and evaluated to ensure that students will develop their employability skills, career knowledge and aspirations, personal effectiveness (e.g. timekeeping, attitude, attendance, etc.); and that all placements are of a high quality and meaningful to the student.
- **HEALTH & SAFETY** – QEHS has a robust risk management system in place to ensure the safety of new students entering the workplace. Hadrian Learning Trust have invested in the UniFrog placements tool to employers to ensure the placement provides adequate Employers Liability Insurance; complies with guidelines laid out by the HSE; understands child protection policies; and is a safe and secure venue for our students.

## **ROLES and RESPONSIBILITIES**

Mr Andrew Hedley – Assistant Headteacher (Pastoral Development) and Careers Leader for **Queen Elizabeth High School**

Assistant Headteacher – Hattie Curry (Pastoral)

Curriculum Team – Sixth Form CEIAG programme

All teachers / tutors who deliver the guidance programme

Independent Careers Advisor – Gill Stephenson

Admin Support– Phillipa Thompson

Enterprise Advice – Paul Cook

## **PARTNERSHIPS**

QEHS endeavours to work alongside community and business partners to ensure CEIAG is up-to-date, accurate and of the highest quality. Some of the partnerships include:

- Local and national industry business partners, who attend QEHS to support career events and provide high quality work experience placements
- Northumberland County Council Learning & Skills Service Careers Guidance Team – who support those students in Year 11 at risk of being Not in Employment, Education or Training when they leave school
- Further and Higher Education Institutions
- Parents and carers – to exchange information and ensure each student receives appropriate support and guidance. Parents and carers are also encouraged to support work related learning opportunities where appropriate and are a significant networking resource
- Other agencies including; Education Welfare Officers; Educational Psychologists; Youth Service; Northumbria Police; Teenage Pregnancy Services; Children and Young Peoples' Service (CYPS), Hexham Youth Initiative, Public Health Staff Nurses (School nurses), NCC Careers advisers for SEND, North East CA

## **STAFF TRAINING / CPD**

All staff involved in delivering elements of the CEIAG programme are entitled to relevant training and are actively encouraged under the CPD programme

In line with recommendations under Gatsby Benchmarks (especially 4) QEHS are committed to ensuring CEIAG activities are embedded in the curriculum which will have an impact on future CPD and curriculum delivery

## **MONITORING, EVALUATION and REVIEW**

The CEIAG programme is reviewed:

- After each specific event to ensure value for money, successful outcomes for students, staff and contributors; and viability of future events.
- Annually – the Head of School, Careers Leader, PSHE Co-ordinator and Curriculum Team review the policy and CEIAG delivery programme annually. The Careers Advisor is involved in this too before the next annual plan and budget is agreed.
- Date of next review: **September 2025**
- Career resources and materials (including IT packages) are reviewed annually to ensure value for money and viability