

# Queen Elizabeth High School

## Careers Education Advice and Guidance Policy (incorporating work experience and work-related learning)

### INTRODUCTION

This policy has been developed in response to the Education Act 2011, which places schools and academies under a duty to ensure all students (Years 8 to 13) 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 be in the best interests of the pupil to whom it is given
- Careers guidance provided to students must be **independent** and provided by someone other than a teacher or person employed at the school

This policy acknowledges that timetabled careers education is no longer a statutory requirement ([Education Act 1997, 2003 Education Regulations](#)) but recognises the benefits to young people and school attainment that a robust CEIAG can bring. In order that we provide outstanding careers education, information and guidance and ensure our students achieve their potential, as well as play a vital role in the provision of future skills to the economy, Queen Elizabeth High School also considered the following current and innovative guidance when writing this policy:

- [DfE Careers Strategy: making the most of everyone's skills and talents \(December 2017\)](#), specifically detailing the following:
  1. Gatsby Benchmarks and Careers Leaders – the 8 Gatsby Benchmarks will provide the foundation for [“good career guidance”](#) and an emphasis on every school having a strong Career Leader
  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. Data – providing information about future jobs and careers, as well as recording destination statistics will help to evaluate and inform future careers programmes
- 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 the upcoming [Career Strategy](#) and future careers guidance policy.
- Department for Education – [“Careers guidance and inspiration in schools – statutory guidance for governing bodies, school leaders and school staff” - April 2017](#)
- [Ofsted – The new Common Inspection Framework \(August 2016\)](#) – states that inspectors should assess careers guidance. Outstanding schools would provide *“high quality, impartial careers guidance that helps students to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training”*.

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 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

## 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

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

- Year 12 – Next Step Conference
- In Year 12 all students are expected to undertake at least **one week** of meaningful, high quality **work experience** with an approved, risk assessed employer ([DfE 16-19 provision guidelines - July 2017 -](#)). 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
- **RESPONSIBILITY** – for the organisation and administration of work experience lies with the Curriculum Team and is supported by our independent Careers Advisor
- **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 contracted with Futurework to risk assess each employer 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 Paul Freeman-Myers – Careers Leader for **Hadrian Learning Trust**

Assistant Headteacher – Hattie Curry (Pastoral)

Curriculum Team – Sixth Form CEIAG programme

All teachers / tutors who deliver the guidance programme

Independent Careers Advisor – to provide approximately 40 days of CEIAG support

## **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.

## **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: **June 2023**
- Career resources and materials (including IT packages) are reviewed annually to ensure value for money and viability.

## APPENDIX

### Y12 Work Experience

#### Procedural document

<p>1. Launch of Y12 Work Experience</p> <p>This takes place at Welcome to Sixth Form Day (Sept) session with Careers Advisor (explains the value, how to approach employers etc). Students are given a pack to explain how to apply and details of the process, including forms etc. Parents are introduced to the process at Welcome to Sixth Form Evening (for parents). The value and process is explained by <b>Neil Seaton</b>, Head of School.</p>
<p>2. Students to access Careers Advisor for support to find placement</p>
<p>3. Futurework form is completed and returned to <b>Joanne Smeatom</b> in Curriculum Office. Forms must be accompanied by a £15 cheque.</p> <p><b>Joanne Smeatom</b> creates spreadsheet of student employer and contact details</p>
<p>4. Forms are given to <b>Alison Henderson</b> in admin to send to Futurework</p>
<p>5. Follow up students who do not have a placement.</p> <p>A record is kept of those students doing work experience at another time. Those students who fail to gain a placement will undertake compulsory study time.</p> <p>Joanne Smeatom follows up with parents and reminders are given in assembly. Texts also sent out as reminders.</p> <p>Students are asked again if they need support.</p> <p>Contacts/school details are sent to employers to ensure they can contact us during the placement.</p>
<p>6. Feedback from students (via a survey in assembly) and employers about placement.</p>