



# **Holcombe Grammar School**

## **Careers Education, Information and Guidance Policy**

*Created: May 2025*

*Ratified by AGB Governing Body: May 2025*

*Next Review: May 2027*

## Contents

## **1.0 CAREERS STRATEGY AND RATIONALE**

At Holcombe Grammar School, the development of a robust careers strategy is seen as a fundamental component of our educational philosophy, which aims to prepare students comprehensively for their future careers and the evolving workplace. Our careers strategy is built upon the foundation of fostering high aspirations and broadening career possibilities for all students, regardless of their background or individual aspirations.

### **Objectives of the Careers Strategy**

Our primary objective is to equip students with the necessary tools and knowledge to navigate their future career paths successfully. This includes understanding the changing nature of work, identifying personal strengths and interests, and developing essential skills such as resilience, adaptability, and problem-solving. The strategy is designed to integrate career education throughout the students' academic journey, ensuring that career readiness is not an isolated element but a continuous thread throughout their education.

### **Methodology and Implementation**

The implementation of our careers strategy involves a structured program that includes career education lessons, real-world interactions, and personalised guidance. We utilise a blend of traditional teaching methods and innovative approaches such as digital tools and platforms to provide comprehensive career education. Our program also includes regular evaluation and updates to ensure it remains relevant to current labor market conditions and educational best practices.

### **Stakeholder Involvement**

A key component of our strategy is the active involvement of various stakeholders, including educators, parents, alumni, and local business leaders. These stakeholders contribute through curriculum input, guest lectures, mentorship, and providing work experience opportunities. Their involvement ensures that our careers education is grounded in real-world relevance and that students gain a broad perspective on potential career paths.

### **Long-term Vision**

Our long-term vision for the careers strategy at Holcombe Grammar School is to establish a leading program that not only prepares students for their immediate next steps after leaving the school but also equips them with lifelong career management skills. We aim to be a beacon of excellence in careers education, recognised for our

innovative approach and our commitment to student success in a dynamic and global economy.

### **Alignment with National Standards and Benchmarks**

Our strategy aligns with national standards, including the DFE's 'Careers strategy: making the most of everyone's skills and talents' and adheres to the Gatsby benchmarks. These benchmarks serve as a framework for delivering high-quality career guidance and ensure that our program is measured against a world-class standard. The benchmarks emphasise a stable careers program, learning from career and labor market information, addressing the needs of each student, linking curriculum learning to careers, encounters with employers, experiences of workplaces, encounters with further and higher education, and personal guidance.

*In summary, our careers strategy at Holcombe Grammar School is a comprehensive, dynamic, and inclusive program that prioritises the future-readiness of our students. It is a collaborative effort that involves the input and support of the entire school community and external partners, ensuring that our students are well-prepared to make informed decisions about their futures and to succeed in the diverse and ever-changing global job market*

## **2.0 AIMS**

The Career Education, Information, Advice, and Guidance (CEIAG) program at Holcombe Grammar School is designed with a multifaceted approach to support the career development of our students from Year 7 through Year 13. This program is not merely about helping students make informed decisions about their next educational or employment steps; it's about laying a foundation for lifelong career management and adaptability in the face of changing job markets.

### **Broad Educational Goals**

Our CEIAG program aims to integrate career guidance within the broader educational experience, ensuring that it complements the academic and personal development goals of the school. This integration helps students see the relevance of their school subjects in real-world applications, enhancing engagement and motivation across all areas of study.

### **Development of Career Management Skills**

A primary aim of our program is to help students develop strong career management skills. These skills include self-assessment of abilities and interests, awareness of diverse career opportunities, understanding of the pathways to achieve career goals, and the ability to make transitions between different stages of education and into employment. By fostering these skills, we prepare students not only for their first jobs but for a future in which they may need to navigate multiple career changes.

### **Adaptability to Student Needs**

Recognising that students have varying needs, backgrounds, and future aspirations, our program is designed to be flexible and responsive. It aims to provide personalised guidance that respects each student's individual journey and cultural context, while also promoting an inclusive environment that supports underrepresented and disadvantaged groups. This personalised approach ensures that every student, regardless of their starting point, feels empowered and equipped to pursue their chosen career path.

### **Alignment with National and Global Economic Needs**

Our CEIAG program is also responsive to the broader economic context. We aim to align our career education with the skills and sectors identified as growth areas on both a national and global scale, such as STEM fields, creative industries, and green jobs. By doing so, we prepare students to enter industries where they are likely to find rewarding and sustainable employment.

## **Continuous Professional Development for Educator**

To achieve these aims, we are committed to the ongoing professional development of our teaching staff and careers advisors. Educators are regularly trained on the latest career education strategies and developments in the labor market. This commitment ensures that they are well-equipped to deliver the most current and effective guidance to our students.

## **Stakeholder Engagement and Feedback**

Engagement with parents, local businesses, and further and higher education institutions is crucial. We aim to create partnerships that enhance our program through workshops, mentorship, and work experience opportunities. Feedback from these stakeholders, as well as from students and alumni, plays a vital role in continually refining and improving our CEIAG offerings.

*In conclusion, the aims of the CEIAG program at Holcombe Grammar School are ambitious and holistic. They are designed to not only prepare students for the immediate challenges of further education and the workplace but also to in-still in them the skills and mindsets needed for lifelong career development and satisfaction. This comprehensive approach ensures that our students are not just ready for the future but are poised to thrive and lead in an increasingly complex world.*

### **3.0 DELIVERY AND CONTENT**

The delivery of the Career Education, Information, Advice, and Guidance (CEIAG) program at Holcombe Grammar School is designed to be dynamic and comprehensive, ensuring that all students receive the most relevant and effective preparation for their future careers. This section outlines the methods, formats, and resources that constitute our program, highlighting our commitment to a holistic approach in career education.

#### **Curricular Integration**

Career education at Holcombe is not isolated to specific events or classes but is woven throughout the curriculum. From Year 7 onwards, students engage in activities designed to link subject learning to real-world career contexts, particularly emphasising the relevance of STEM subjects, the humanities, and the arts to a vast array of professions. This integration helps students understand the practical applications of their studies and fosters a deeper engagement with the material.

#### **Career Lessons and Workshops**

Dedicated career lessons are structured to progressively build students' knowledge and skills. These lessons cover a range of topics, including self-assessment, career exploration, decision-making strategies, and the development of employability skills such as communication, teamwork, and digital literacy. Workshops are conducted by both our staff and external experts, including alumni and local business leaders, to provide varied perspectives and expertise.

#### **Personalised Guidance and Support**

Each student has access to personalised guidance sessions with career advisors. These sessions are tailored to help students understand their skills and interests, explore their options, and plan their educational and career paths effectively. Advisors are trained to offer support that is empathetic and inclusive, taking into account the individual circumstances of each student, such as their educational background, personal challenges, and career aspirations.

#### **Digital Tools and Resources**

We leverage a range of digital platforms to enhance our careers program. Tools like career assessment software, virtual job shadowing, and online workshops allow students to explore careers in depth and at their own pace. These technologies also enable us to bring in speakers and mentors from around the globe, broadening the scope of career possibilities available to our students.

## **Engagement with Industry and Higher Education**

Critical to our program is direct engagement with industry and higher education institutions. Students participate in job shadowing, internships, and visits to companies and colleges. These experiences are invaluable for helping students make informed decisions about their futures by providing them with a firsthand look at various professional environments and educational pathways.

## **Evaluation and Feedback Mechanisms**

The effectiveness of our CEIAG program is continually assessed through student feedback, parent surveys, and consultations with educational and industry partners. These evaluations help us to refine and enhance our offerings, ensuring they remain relevant and effective in meeting the needs of our students.

## **Parent and Community Involvement**

Recognising the vital role that parents and the wider community play in career education, we actively involve them in various aspects of the program. Information sessions, parent-teacher meetings, and community career fairs are regular features of our school calendar, providing families and community members with opportunities to engage with and support the career development of our students.

*In summary, the delivery and content of our careers program are characterised by a blend of rigorous curriculum integration, personalised support, innovative use of technology, and extensive engagement with external experts and organisations. This comprehensive approach ensures that every student at Holcombe Grammar School is equipped with the knowledge, skills, and experiences needed to navigate their future career paths with confidence and success.*



## 4.0 PROVIDER ACCESS STATEMENT

The Provider Access Statement at Holcombe Grammar School sets forth our comprehensive approach to managing the interactions between our students and external providers, including further and higher education institutions, apprenticeship programs, and industry professionals. This statement ensures that all parties understand the mechanisms and principles that guide these crucial engagements.

### Principles Guiding Provider Access

Our approach to provider access is grounded in the principle of equitable opportunity for all students to learn about the full spectrum of career and educational paths available to them. We aim to facilitate access in a manner that supports our educational goals, enhances our curriculum, and prepares students for future success. This involves a commitment to diversity, ensuring that students are exposed to a wide range of careers and pathways, including those in technical, academic, and vocational fields.

### Operational Details of Provider Engagements

Providers wishing to engage with our students must adhere to a structured process that ensures all interactions are planned, purposeful, and in alignment with our educational objectives. This process includes:

1. **Initial Contact and Proposal:** Providers are required to contact our designated Careers Leader, who will discuss the provider's objectives and the potential alignment with our curriculum. Providers must submit a proposal outlining the content of their presentation or activity, which is then reviewed for suitability and educational value.
2. **Scheduling and Logistics:** Once approved, the visit is scheduled at a time that minimises disruption to the academic calendar and maximises student engagement. Our school provides all necessary logistical support, including space allocation, technical equipment, and any other resources required to facilitate the interaction.
3. **Preparation and Briefing:** Prior to the visit, our staff briefs both the provider and the students on the goals of the engagement, ensuring that students are prepared to fully benefit from the experience. Providers receive information about our school's educational context and student demographics to tailor their presentations accordingly.
4. **Feedback and Evaluation:** Following the visit, feedback is gathered from students, staff, and the providers themselves. This feedback is used to assess

the impact of the visit and to continuously improve the quality and relevance of future provider interactions.

### **Benefits of Provider Engagements**

Engagements with providers are invaluable for broadening students' horizons and helping them make informed decisions about their futures. These interactions allow students to:

- Gain insights into specific industries and career paths.
- Understand the qualifications, skills, and experiences valued in various fields.
- Connect academic learning to real-world applications.
- Develop networks that can support future educational and career opportunities.

### **Ongoing Review and Adaptation**

Our Provider Access Statement is regularly reviewed to adapt to changes in educational standards, labor market demands, and the needs of our students. This dynamic approach ensures that our provider access strategy remains relevant, responsive, and aligned with our overall educational mission.

*In conclusion, the Provider Access Statement of Holcombe Grammar School is a critical component of our careers program, structured to maximise the educational benefits of external engagements while ensuring a consistent, equitable, and high-quality experience for all students involved.*

## 5.0 STUDENT ENTITLEMENT

At Holcombe Grammar School, we recognise the importance of providing our students with comprehensive and accessible career education opportunities. Our Student Entitlement policy guarantees that every student receives a robust foundation in career education, ensuring they are well-prepared to make informed decisions about their educational and career paths. This section outlines the specific entitlements of our students and the mechanisms in place to deliver these entitlements effectively.

### Specific Entitlements

1. **Access to Information:** All students have the right to access clear and accurate information about career options, educational pathways, and the skills required for future employment. This includes details about apprenticeships, technical education qualifications, and traditional academic routes.
2. **Encounters with Employers and Employees:** Students are entitled to multiple encounters with employers and employees from a variety of sectors. These encounters help students understand the world of work, the skills valued by employers, and potential career opportunities.
3. **Workplace Experiences:** By the age of 16, all students will have had at least one experience of a workplace, providing them with insights into the work environment and the dynamics of employee interactions. Additional experiences are provided by the age of 18.
4. **Guidance Interviews:** Students will receive at least one guidance interview with a careers adviser by the age of 16, with another opportunity before they complete their schooling at 18. These interviews are tailored to help students assess their skills and interests and to plan their future educational and career paths effectively.
5. **Interactions with Further and Higher Education Institutions:** To ensure that students understand the full range of learning opportunities available to them, they will have interactions with representatives from colleges, universities, and other training providers. These encounters include visits to educational institutions, as well as on-site presentations and workshops.

### Structured Opportunities

To ensure these entitlements are met, the school organises a structured series of activities throughout the academic year. These include:

- Career fairs and networking events with local and national employers.

- Workshops on resume writing, interview techniques, and job search strategies.
- Scheduled visits to universities and training centres.
- On-campus presentations by alumni and industry experts.

### **Supports to Ensure Entitlements Are Met**

Holcombe Grammar School provides the following supports to ensure all students can benefit from their entitlements:

- A dedicated careers team that organises and oversees all career-related activities.
- Access to a career education portal where students and parents can find resources and information.
- Regular updates to parents and students about upcoming events and opportunities.
- Personalised support for students with special educational needs, ensuring they too can fully participate in all career education activities.

### **Evaluation and Improvement**

The effectiveness of our Student Entitlement policy is regularly evaluated through student feedback, parent surveys, and engagement metrics. This continuous evaluation helps us to refine our offerings and ensure that our career education program remains responsive to the needs of our students and the demands of the evolving workforce.

*In conclusion, the Student Entitlement policy at Holcombe Grammar School is designed to provide all students with meaningful and equitable access to career education resources and experiences. This comprehensive approach ensures that our students are well-equipped to navigate their futures confidently and successfully.*

## 6.0 MEANINGFUL PROVIDER ENCOUNTERS

At Holcombe Grammar School, we believe that meaningful encounters with educational providers, employers, and industry professionals play a critical role in shaping our students' understanding of the world of work and their place within it. Our commitment to providing these meaningful encounters is reflected in a carefully structured program that ensures all students benefit from diverse and impactful interactions throughout their educational journey.

### Definition of a Meaningful Encounter

A meaningful provider encounter at Holcombe Grammar School is defined as an interaction that significantly enhances the student's knowledge and understanding of different careers, the skills required, and the educational pathways available. These encounters should inspire and inform students, contributing to their ability to make educated decisions about their futures.

### Types of Encounters

1. **Employer Visits and Talks:** Inviting professionals from various fields to speak at our school provides students with insights into specific industries and careers. These talks often include Q&A sessions, allowing students to engage directly with the speakers and gain a deeper understanding of their potential career paths.
2. **Workplace Visits:** Organised trips to companies and organisations give students a firsthand look at professional environments and what daily work in different sectors entails. These visits are designed to link curriculum learning to real-world applications, enhancing the relevance of their academic studies.
3. **Virtual Interactions:** Leveraging technology, we offer virtual meetings with providers who might not be geographically accessible. These sessions include virtual tours of workplaces, webinars with industry experts, and online workshops.
4. **Panel Discussions and Career Fairs:** Hosting panels with professionals from various sectors and career fairs with multiple providers offers students a broad perspective on the range of career opportunities available. These events are designed to stimulate interest in diverse fields and encourage students to consider non-traditional and emerging career paths.

### Criteria for Impact-fulness

To ensure that each encounter is meaningful, the school uses a checklist that includes:

- Relevance to the students' current academic subjects and potential interests.
- Interactive elements that engage students actively rather than passive listening.
- Follow-up activities that reinforce the learning and connections made during the encounter.
- Diversity in the types of careers and backgrounds of the providers to promote inclusive perspectives.

### **Facilitation Strategies**

To effectively manage and facilitate these encounters, Holcombe Grammar School employs several strategies:

- A dedicated careers team coordinates all aspects of provider interactions, ensuring a seamless integration into the school's academic calendar.
- Pre-event briefings for providers to tailor their content to our students' needs and curricular links.
- Post-event debriefs with students to discuss their learnings and gather feedback, which is used to enhance future encounters.
- Partnerships with local businesses and alumni networks to maintain a dynamic and varied pool of providers.

### **Ongoing Development**

Our approach to meaningful provider encounters is dynamic, with continuous development based on feedback from students, faculty, and the providers themselves. This feedback is integral to refining our strategies and ensuring that the encounters remain relevant, engaging, and beneficial for all students.

*In conclusion, the policy of meaningful provider encounters at Holcombe Grammar School is designed to offer students a comprehensive understanding of the vast opportunities available to them, fostering a well-rounded and informed perspective on their future career options. This proactive and structured approach ensures that our students are not only prepared for the future but are inspired to pursue their passions and potential career paths with confidence*

## 7.0 PREVIOUS PROVIDERS

At Holcombe Grammar School, our engagement with a variety of educational providers and industry professionals is a cornerstone of our career education strategy. Reflecting on our previous providers not only demonstrates the breadth and depth of our program but also helps us continuously improve and tailor our offerings to better meet the needs of our students. This section highlights some of the key providers we have worked with in the past, the criteria for their selection, and the impact of their contributions.

### Overview of Previous Providers

Our previous engagements have included a diverse array of institutions and professionals. Notable examples include:

- **University of Portsmouth:** Engagements have involved detailed presentations on course offerings, student life, and the admissions process, providing our students with a comprehensive view of university education.
- **University of Cambridge:** Interactive sessions with admissions tutors and current students have given our students insights into the application process and the competitive nature of admissions at a top-tier university.

These providers were selected based on their ability to offer unique perspectives and valuable information that align with our educational objectives and the interests of our students.

### Criteria for Provider Selection

The selection of previous providers is driven by several key factors:

- **Relevance:** Providers must offer programs or insights that are relevant to the current curriculum and students' future career aspirations.
- **Expertise:** Providers are chosen for their expertise and their ability to engage effectively with young people.
- **Diversity:** We strive to include providers from a wide range of disciplines and backgrounds to expose our students to the broadest possible spectrum of career and educational opportunities.
- **Impact:** Past providers are evaluated on the impact of their engagement, including student feedback, which influences whether they are re-invited or recommended.

## **Impact of Previous Providers**

The impact of these providers on our students has been significant. Feedback from students often highlights increased motivation, better understanding of different career paths, and greater awareness of the academic requirements for specific courses. These engagements also help dispel myths and broaden students' perceptions of potential opportunities.

## **Adapting and Evolving Provider Relationships**

Our relationships with previous providers are not static; we continuously assess and evolve these relationships based on the shifting educational landscape and the feedback from our community. This dynamic approach ensures that our provider engagements remain current, beneficial, and aligned with the best interests of our students.

## **Future Engagements**

Learning from our experiences with past providers, we plan future engagements to fill gaps in our current program and to address emerging trends in education and industry. This forward-looking strategy ensures that our career education remains responsive and proactive, preparing students for the realities of the future workforce.

*In conclusion, the section on previous providers at Holcombe Grammar School serves not only as a record of our rich history of engagements but also as a foundational element for planning future activities. By reflecting on the successes and learning opportunities these engagements have provided, we can continue to refine and enhance our career education program, ensuring it remains impactful and relevant for all students.*



## 8.0 DESTINATIONS OF OUR STUDENTS

Understanding the post-graduation pathways of our students is crucial for evaluating the effectiveness of Holcombe Grammar School's Career Education, Information, Advice, and Guidance (CEIAG) program. This section details the various destinations our students pursue after leaving school, the support provided to help them achieve these outcomes, and how these data inform our ongoing program improvements.

### Analysis of Student Destinations

Our students choose diverse paths that reflect their individual aspirations and the comprehensive guidance they receive. These destinations include:

- **University Attendance:** Approximately 80% of our Year 13 students move on to university, with many gaining admission to prestigious institutions. This high university attendance rate is indicative of our strong academic preparation and university application support.
- **Apprenticeships:** Around 10% of our students opt for apprenticeships, which include high-level technical and degree apprenticeships. These students benefit from tailored workshops and one-on-one guidance that help them secure placements in competitive fields.
- **Direct Workforce Entry:** The remaining 10% of our students choose to enter the workforce directly. This group often benefits from our career readiness programs, which include resume writing, interview preparation, and direct job placement services.

### Support Mechanisms

To assist students in reaching their preferred destinations, Holcombe Grammar School employs a range of support mechanisms:

- **Career Counselling:** Comprehensive counselling services help students understand their strengths and interests, guiding them towards suitable educational and career paths.
- **University Application Support:** This includes help with UCAS applications, personal statement writing workshops, and mock interviews.
- **Apprenticeship and Job Placement Services:** We collaborate with local businesses and apprenticeship programs to provide students with opportunities for hands-on learning and early career entry.

- **Alumni Network:** Leveraging our alumni network, we offer mentoring and networking opportunities that help current students connect with graduates who can provide real-world advice and opportunities.

### **Impact of Destinations on Program Evaluation**

The destinations of our students serve as a key performance indicator for our CEIAG program. Regular analysis of these outcomes helps us identify strengths and areas for improvement in our career guidance efforts. For instance, a high rate of university attendance validates our academic preparation efforts, while feedback from students entering the workforce or apprenticeships helps us refine our support for non-academic pathways.

### **Feedback and Continuous Improvement**

Feedback from students, parents, and educational partners about our career guidance services is crucial for our continuous improvement process. This feedback informs adjustments in our CEIAG offerings to better align with student needs and labor market trends.

### **Future Planning**

Data on student destinations also guide our strategic planning, helping us anticipate future educational and training needs. As career fields evolve, we adjust our guidance programs to prepare students for emerging industries and job requirements.

*In conclusion, tracking the destinations of our students after graduation provides valuable insights that drive the continuous development of our career education program. By understanding and supporting our students' diverse paths, Holcombe Grammar School ensures that all graduates are well-prepared to navigate their future challenges and opportunities with confidence and skill.*

## 9.0 MANAGEMENT OF PROVIDER ACCESS REQUESTS

The management of provider access requests at Holcombe Grammar School is a critical component of our Career Education, Information, Advice, and Guidance (CEIAG) program. It ensures that our students have access to a diverse range of educational and career opportunities from external providers. This section details the systematic approach we use to handle these requests, the criteria for integration into our careers program, and how we maintain effective relationships with our providers.

### Procedures for Handling Access Requests

1. **Initial Inquiry and Assessment:** Providers interested in collaborating with our school initially contact our Careers Leader, M Fielding, via email. The first step involves a review of the provider's offerings to assess their relevance and potential value to our students' education.
2. **Detailed Proposal Submission:** If the initial review is positive, providers are asked to submit a detailed proposal that includes the objectives of their visit, the resources they will bring, the expected outcomes for students, and any requirements they have from the school.
3. **Review and Approval Process:** The proposal is then evaluated by a committee that includes the Careers Leader, relevant subject teachers, and occasionally, student representatives. This ensures that the provider's offerings align with our curriculum needs and educational standards.
4. **Scheduling and Logistics:** Once approved, the provider is scheduled for a visit at a time that complements our academic calendar. Our careers team coordinates all logistical aspects, including space allocation, technology needs, and any security checks.

### Criteria for Integration into the Careers Program

- **Educational Alignment:** Providers must demonstrate that their offerings align with our educational goals and curriculum.
- **Student Interest and Benefit:** The provider's program should address the interests and needs of our students, offering them tangible benefits in terms of career education or opportunities.
- **Diversity and Inclusion:** We prioritise providers who contribute to the diversity of our career education program and promote inclusive opportunities for all students.

- **Safety and Compliance:** Providers must comply with all school safety policies and legal requirements for working with children.

### **Relationship Management with Providers**

- **Ongoing Communication:** We maintain regular communication with providers before and after their visits to gather feedback and discuss potential improvements.
- **Feedback and Evaluation:** After each visit, we collect feedback from students and staff, which is shared with the provider. This helps both parties understand the impact of the engagement and identify areas for future enhancement.
- **Long-Term Partnerships:** Successful engagements often lead to long-term partnerships, where providers become integral to certain aspects of our careers program. These relationships are managed with a focus on continual growth and mutual benefit.

### **Adjustments Based on Feedback and Outcomes**

Our management process is dynamic and adjusts based on the feedback from our school community and the outcomes of previous provider engagements. This ensures that our program remains responsive to the changing needs of our students and the evolving educational landscape.

*In conclusion, the management of provider access requests at Holcombe Grammar School is designed to ensure that our students benefit from high-quality, diverse, and relevant educational experiences. By systematically managing these requests, we uphold our commitment to providing comprehensive career education that prepares students for successful futures.*

## 10.0 OPPORTUNITIES FOR ACCESS

At Holcombe Grammar School, we are committed to offering a wide range of access opportunities to external providers within our Career Education, Information, Advice, and Guidance (CEIAG) program. This section outlines the structured opportunities for provider access, the strategic approach to planning these opportunities, and the evaluation processes that ensure their effectiveness.

### Structured Opportunities for Provider Access

1. **Careers Fairs and Expos:** We host annual careers fairs that bring together a diverse array of providers, from local businesses to international corporations, universities, and technical schools. These events allow students to explore various career paths and educational opportunities in an interactive environment.
2. **Workshop Series and Seminars:** Throughout the academic year, we organise workshops and seminars led by industry experts and educational professionals. These sessions cover topics such as emerging job trends, practical skills for the workplace, and detailed insights into specific industries.
3. **Provider-Led Courses and Lectures:** Selected providers are invited to deliver short courses or guest lectures that complement our curriculum. These are particularly valuable in fields where rapid technological and professional advancements are common, such as digital technology, engineering, and biosciences.
4. **Virtual Engagements:** Recognising the global nature of the workforce, we facilitate virtual engagements with providers who are not locally available. This includes webinars, virtual reality experiences, and online interactive sessions that broaden our students' exposure to global opportunities.

### Strategic Planning of Access Opportunities

- **Needs Assessment:** We conduct regular assessments of student interests and emerging career trends to determine the types of providers and experiences most beneficial to our students.
- **Curriculum Integration:** Providers are integrated into the school's curriculum strategically, ensuring that their contributions enhance educational outcomes and align with learning objectives across subjects.

- **Diversity and Inclusion:** Our planning process emphasises diversity in provider backgrounds and industries to ensure that students receive a well-rounded view of potential career paths.

### **Mechanisms for Evaluating Provider Engagements**

- **Feedback Systems:** We implement robust feedback systems that collect input from students, teachers, and providers. This feedback is crucial for assessing the impact of each engagement and for continuous improvement.
- **Performance Metrics:** We track a variety of metrics, such as student engagement levels, interest in follow-up activities, and the relevance of the information provided, to gauge the success of provider visits.
- **Review and Adjustments:** Based on feedback and performance metrics, we review our provider access opportunities annually to make necessary adjustments that align with student needs and curriculum developments.

### **Collaboration with Providers**

- **Ongoing Relationships:** We cultivate long-term relationships with providers to ensure that they are familiar with our educational goals and student needs, which enhances the relevance and quality of their contributions.
- **Customised Engagements:** Providers are encouraged to tailor their presentations and activities to the specific context of our school and student body, increasing the effectiveness of their engagement.

*In conclusion, the opportunities for access at Holcombe Grammar School are carefully designed and managed to maximise the educational benefit to our students. By providing structured, diverse, and strategically planned access to a wide range of providers, we ensure that our students are well-prepared to make informed decisions about their futures and are inspired by the possibilities ahead.*

## Careers Research, Advice, and Opportunities Schedule

At Holcombe Grammar School, our structured career education schedule is meticulously planned to align with the developmental stages of our students, ensuring that each year group receives tailored, progressive, and comprehensive career guidance. Below is an expanded view of the typical activities scheduled for each year group from Year 7 through Year 13:

### Year 7

- **Introduction to Career Concepts:** Early exposure to careers through interactive sessions that introduce basic concepts of various professions, helping students to start thinking about their interests and potential career paths.
- **Career Exploration Activities:** Students participate in fun and engaging career discovery activities, which may include quizzes, games, and team projects that help them understand different job roles.

### Year 8

- **Industry Speaker Series:** A series of talks by external speakers from various industries such as technology, healthcare, arts, and engineering, to broaden students' understanding of possible careers.
- **Skills Workshops:** Workshops focusing on developing soft skills such as teamwork, communication, and problem-solving, which are essential for future success in any career.

### Year 9

- **1:1 Initial Guidance Interviews:** Students receive their first one-on-one career guidance interviews to discuss their emerging interests and potential GCSE choices.
- **Interactive Career Fairs:** Participation in a school-hosted career fair where students can meet and interact with a variety of professionals and apprenticeship providers.

### Year 10

- **Work Experience Preparation:** Students prepare for work experience by learning how to write CVs and cover letters, and by understanding workplace etiquette.
- **Work Experience Placement:** Each student undertakes a short work placement to gain real-world insights into the workplace, which helps refine their career interests.

### Year 11

- **Post-16 Options Workshops:** Detailed sessions on options available after GCSEs, including A-levels, BTECs, and apprenticeships.
- **College and Sixth Form Visits:** Organised visits to local colleges and sixth forms to help students make informed decisions about their next steps.

### Year 12

- **Advanced Career Planning:** Students begin detailed planning for post-18 options, including university and higher apprenticeships.
- **University Application Support:** Sessions on how to navigate the UCAS application process, write personal statements, and prepare for university interviews.

### Year 13

- **Final Year Guidance:** Continued support for finalising university applications, apprenticeship applications, or direct entry into the workforce.
- **Mock Interviews and Assessment Centres:** Practical preparation for university interviews, apprenticeship assessments, or job interviews to enhance students' confidence and readiness.

### Ongoing Throughout All Years

- **Regular Career Lessons:** Embedded within the curriculum, these lessons cover various aspects of career education, ensuring continual exposure to and engagement with career planning.
- **Parental Engagement:** Regular information sessions and newsletters to keep parents informed and involved in their children's career education journey.