



Thinking Schools Academy Trust “Transforming Life Chances”

Careers Education Information & Guidance

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1.0 CAREERS STRATEGY AND RATIONALE

A planned programme of careers and inspiration activities is a vital component in preparing young people for the world beyond Holcombe 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.

Holcombe 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.

2.0 AIMS

CEIAG is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and Governors at Holcombe 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.

3.0 DELIVERY AND CONTENT

Careers Information and Advice is provided through dedicated lessons to provide informative guidance to assist in the development and future career directions of students. Advice and guidance is provided through group workshops, enterprise events, 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 is made available to students, parents and carers.

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).
- 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)
- at least two visits to universities to meet staff and pupils (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 Holcombe Grammar School to talk about different careers.

4.0 PROVIDER ACCESS STATEMENT

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

5.0 STUDENT ENTITLEMENT

In years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- To understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

6.0 MEANINGFUL PROVIDER ENCOUNTERS

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

7.0 PREVIOUS PROVIDERS

In previous years we have invited a range of providers to speak to our students:

University of Portsmouth

University of Cambridge

8.0 DESTINATIONS OF OUR STUDENTS

Last year our year 11 students moved to a range of providers after they completed their statutory school education:

ca 60% Staying on to join our sixth form

ca 30% Moving to other school sixth form provisions

ca 10% Work places with associated training

Last year our year 13 students moved to a range of providers in the local area after school:

ca 80% University

ca 10% Apprenticeships

ca 10% Work places

9.0 MANAGEMENT OF PROVIDER ACCESS REQUESTS

A provider wishing to request access should contact M Fielding (m.fielding@tsatrust.org.uk). Who can be contacted directly or via the main school contact details.

M Fielding will look to provide access through integration into our careers programme.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

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 school office marked for the attention of the careers lead and they will be appropriately distributed to the different year group location.

10.0 OPPORTUNITIES FOR ACCESS

The school offers the six provider encounters required and a number of additional events, integrated into the school Personal Development and careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers. The programme below shows the range of activities which students currently undertake.

Careers Research, Advice and Opportunities Schedule Template

	Autumn Term	Spring Term	Summer Term
Year 7	Introduction to Unifrog		
Year 8	External speakers from industry and commerce to share details of careers and their pathways with students.	External speakers from industry and commerce to share details of careers and their pathways with students.	External speakers from industry and commerce to share details of careers and their pathways with students.

<p>Year 9</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p>	<p>1:1 IAG for selected students to enable them to make the correct and informed decisions regarding their future and GCSE option choices.</p> <p>External speakers from industry and commerce to share details of careers and their pathways with students.</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p> <p>Understanding how to write a CV and Covering letter (in preparation for applying to different businesses for work experience in term 2 of year 10.</p>
<p>Year 10</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p> <p>Work Experience opportunity and reflection sessions</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p>
<p>Year 11</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p> <p>1:1 IAG sessions scheduled for all students to enable them to make the correct and informed decisions regarding their future pathways post 16.</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p>	
<p>Year 12</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p> <p>Introduction to Unifrog as a platform for investigating university's, careers and apprenticeships for post 18.</p> <p>Understanding how to write a CV and Covering letter (in preparation for applying to different businesses for work experience in term 6 of year 12.</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p> <p>Apprenticeship fair looking at post 18 opportunities, specifically level 4 and degree level apprenticeships</p> <p>1:1 IAG sessions scheduled for all students to enable them to make the correct and informed decisions regarding their future pathways post 18.</p>	<p>External speakers from industry and commerce to share details of careers and their pathways with students.</p> <p>UCAS fair at Detling show ground Maidstone</p> <p>University open day visits</p> <p>Work experience opportunity and reflection sessions</p> <p>Work on understanding the UCAS application</p>

			<p>process and starting the application workshops.</p> <p>Supporting Apprenticeship applications meeting bookable.</p>
Year 13	<p>How to write personal statements training an UCAS application support.</p> <p>University open day visits</p>		