



KINGSGATE

SCHOOL

Kingsgate School

Careers Education, Information, Advice and Guidance

Name of Policy Owner: T Rogers

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~~September 2022~~ reviewed by TR, September 2023 reviewed by CFM/TR

Next review date: September 2024

Aims

At Kingsgate School we aim to raise aspirations, challenge stereotypes, and encourage pupils to spend time with their families and the multi-agency team to consider their options Post-16. Through careers education, information, advice, and guidance (CEIAG) it is hoped that pupils will be encouraged to make the most of their talents and to continue their education Post-16. We aim to ensure a high quality of vocational and careers education for our young people, to be delivered in a meaningful and appropriate way for their needs and circumstances.

In particular, we aim for our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities;
- Develop research skills so that they can make good use of information and guidance;
- Develop and use their self-knowledge when thinking about and making good choices and
- Develop their understanding of employability skills and how to enhance these and evidence them at interview and discussions with Post-16 providers.

Commitments

The Governing Body will ensure that independent careers guidance is provided to all pupils throughout their time at Kingsgate School, and that it 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;
- Guidance that the person giving it considers will promote the best interests to whom it is given and
- Supports a range of education and training providers to access all pupils in Years 7-11.

Provision

Careers education includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into college or work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them.

Careers Education is delivered through the PSHE curriculum from Years 7-11 and through the PSE and Duke of Edinburgh Awards Scheme from Year 9 into Key Stage 4.

Year 7 and 8	<p>Pupils focus on developing their self-awareness, identifying their strengths, their skills, and their areas for development. Pupils begin to explore the world of work through their PSHE lessons as well as through visitors coming into school and visits into their local community.</p> <p>Autumn 2 PSHE – Content includes: careers, equality of opportunity, life choices and different types and patterns of work. Pupils also learn about public sector and private sector careers and self-employment.</p> <p>SaLT – Talkabout social skills programme.</p>
Year 9	<p>Pupils consider their longer-term aspirations for the future and express this through their Education, Health, and Care Plans at their transition Annual Reviews. Pupils begin to visit local FE colleges and learning providers. Pupils are able to select a vocational course delivered off-site as part of their options.</p> <p>Autumn 1 PSHE – Content includes: setting goals, learning strengths, career options and goal setting as part of the GCSE options process.</p> <p>SaLT – Talkabout social skills programme.</p>
Year 10	<p>Pupils develop a full understanding of their personal strengths and interests as well as their ability to communicate their views and make considered choices.</p> <p>PSHE - ASDAN syllabus.</p> <p>PSE – Level 1 - Independent Pathway Programme – Content can include: work experience, enterprise, independent research into areas of interest, presentation skills, future life skills and/or employment.</p> <p>DofE – Bronze Award.</p>
Year 11	<p>Pupils continue to visit local FE colleges, learning providers and workplaces and prepare their CVs, their applications and practice for their interviews.</p> <p>PSHE – ASDAN syllabus – Spring 2 – Content includes: careers and your future, teamwork, body language, communication skills, developing young peoples’ understanding of career options and planning for the future.</p> <p>PSHE – Mars – Autumn 2 – Content includes: next steps, application processes, skills for FE, employment and career progression.</p> <p>PSE – Level 2 – Independent Pathway Programme – Content can include: franchises, developing research skills, work experience, enterprise, independent research into areas of interest, presentation skills, future life skills and/or employment.</p> <p>DofE – Silver Award.</p>

Individual careers guidance takes place on a small group and one-to-one basis and is delivered by an impartial careers advisor. Pupils from KS3 onwards access our advisor and by the end of KS4, all pupils will have had at least one group session and two careers guidance interviews with a significant number receiving follow up interviews to support their decision-making process. All staff are encouraged to support careers guidance by encouraging pupils to continue their education Post-16 and to consider pathways to future careers and raising pupils’ aspirations.

Equal Opportunities

We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. We monitor careers resources regularly to ensure that they encourage both boys and girls from minority ethnic groups to follow appropriate pathways. The destinations of our leavers are closely monitored and employer encounters reflect a diversity of backgrounds.

Monitoring, evaluation, and review

The careers programme is monitored regularly and amended after an annual review. Pupils' opinions are actively sought through the use of pupil voice and the School Council, as well as the views of different stakeholders.

Leadership

A member of the school's leadership team has direct responsibility for the leadership of CEIAG and the careers education programme.

Legislation and Guidance

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of The Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Provider Access and Opportunities for Access

Pupil entitlement

We are committed to providing impartial information, advice, and guidance to all pupils about next steps and options for the future. Our external careers advisor offers pupils advice and guidance on their future plans and post 16 options.

All pupils in years 7 to 11 at Kingsgate School are entitled to:

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

Management of provider access requests procedure

A provider wishing to request access should contact Carly Fitz-Maurice – Senior

Leader - SEND. Telephone: 01329 446921

Email: carly.fitzmaurice@kingsgateschool.co.uk

Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

See examples below.

	Autumn term	Spring term	Summer term
Years 7/8		<i>National Apprenticeship Week. National Careers Week. Meet with independent careers adviser – small groups.</i>	<i>Careers workshop/meet with careers adviser as a class group. Visit Careers Fairs.</i>
Year 9	<i>Tutor group opportunities - employability skills</i>	<i>National Apprenticeship Week. National Careers Week.</i>	<i>Visits to local FE providers Visit Careers Fairs.</i>
		<i>Key Stage 4 options event.</i>	
		<i>Transition meetings for EHCPs.</i>	
		<i>Meet with independent careers adviser individually.</i>	

<p>Year 10</p>	<p><i>Begin DofE course.</i></p> <p><i>1:1 meeting with independent careers adviser to discuss options as part of annual review process.</i></p> <p><i>Link courses with local FE college as appropriate.</i></p>	<p><i>National Apprenticeship Week.</i> <i>National Careers Week.</i></p> <p><i>1:1 meeting with independent careers adviser to discuss options as part of annual review process.</i></p> <p><i>Link courses with local college as appropriate.</i></p>	<p><i>1:1 meeting with independent careers adviser to discuss options as part of annual review process.</i></p> <p><i>Link courses with local college as appropriate.</i></p> <p><i>Visit Careers Fairs.</i></p>
<p>Year 11</p>	<p><i>Continue with DofE course.</i></p> <p><i>1:1 meeting with independent careers adviser to discuss options as part of annual review process.</i></p> <p><i>Link courses with local college as appropriate.</i></p>	<p><i>National Apprenticeship Week.</i> <i>National Careers Week.</i></p> <p><i>Follow up/additional 1:1 meeting with independent careers adviser to discuss options as part of annual review process.</i></p> <p><i>Support with applications.</i></p> <p><i>Link courses with local college as appropriate.</i></p>	<p><i>Support with applications and interviews.</i></p> <p><i>College Taster sessions.</i></p> <p><i>Visit Careers Fairs.</i></p> <p><i>Summer Work Experience Opportunities.</i></p>

Please speak to our independent careers adviser to identify the most suitable opportunity for you.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

Links to other policies

- *Child protection and safeguarding policy*
- *Curriculum*

See Appendix 1: Benchmarking against Gatsby

See Appendix 2: Provider Access

Appendix 1: Gatsby Monitoring and Evaluation

The Gatsby Benchmark		How Kingsgate School meets the Gatsby benchmark	Next steps
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 pupils, teachers, governors, employers and other agencies.	<ul style="list-style-type: none"> • Opportunities across the curriculum to enable the development of transferable life skills including confidence & resilience that support careers, employability, and enterprise. This includes learning practices, team days, community visits. • Developing pupil self-advocacy skills, negotiation, decision making and transition skills. • Purposeful interactions with trusted and familiar staff and visitors. • Partnerships with parents and carers. • Recognising pupil voice including through pupil voice and the School Council. • Transition arrangements for moving on including Careers Advice and Preparation for Adulthood outcomes. • A programme of CEIAG from Yr. 7 to 11. 	Review programme against new KS4 cohort to ensure all aspirations and needs will be met.
2. Learning from Career and Labour Market Information	Every pupil, and their parents (where appropriate), 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.	<ul style="list-style-type: none"> • Programme of Impartial Advice and Guidance provided for pupils from across the school. • Opportunities to research labour market information during PSHE and PSE. • Discussions about labour market information and pathways at Careers Guidance meetings, EHCP Annual Reviews and PEP/Child We Care For Reviews. 	Promote Get the Jump to parents/carers as part of Home School Link support.
3. Addressing the Needs of Each Pupil	Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • Learning across the curriculum is tailored to individual pupil needs. • Learning and skills include focus on skills such as resilience, independence and problem solving which are crucial to employment. • Transition support is tailored to individuals. • Parents and pupils are fully involved in transition process. • Careers Guidance records are kept on the school's MIS and shared via email with parents/carers. • The school's MIS can store destination information. • Pupils have opportunities to gain recognised accreditation that are valued and recognised by employers. 	Develop use of a vocational profiling tool. Develop alumni for pupils once we have school leavers.
4. Linking Curriculum Learning to Careers	All subject staff should link curriculum learning with careers even on courses which are not curriculum led. STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study Programmes should also reflect the importance of maths and English as a key expectation from employers.	<ul style="list-style-type: none"> • High aspirations for longer term goals are an integral part of focused personalised learning that takes place at Kingsgate School. • Learning across the curriculum is set in practical, real-life contexts which encompasses the opportunity for the development of skills necessary for employment. • Career learning, employability, enterprise learning and finance education is delivered through PSHE, PSE and Enterprise sessions. 	

5. Encounters with Employers and Employees	Every pupil 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, and should include students' own part time employment where it exists.	<ul style="list-style-type: none"> • School has emphasis on developing enterprising skills across all key stages. Enterprise is a timetabled session in Key Stage 3. • Wide range of community visits for all pupils enabling learning outside the classroom. • Pupils at KS4 have opportunities to experience being at work through the volunteering section of their Duke of Edinburgh's Award/ through WEX. • Pupils experience mock interviews, CV Workshops and support with completing application forms. 	Develop further partnerships with employers in surrounding areas. Increase employer encounters within the curriculum.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • Wide range of community visits for all pupils enabling learning outside the classroom. • Wide range of visitors into the school to present to and work alongside pupils. 	Develop further work placement opportunities.
7. Encounters with Further & Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • Visits to colleges and other provisions takes place in Years 9, 10 and 11. • Pupils have a vocational option available to them as part of their Option Choices for KS4. • Alternative provisions used as part of the curriculum provide careers and vocational qualification opportunities. • Open Event details are shared with parents/carers. 	
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	<ul style="list-style-type: none"> • External Careers Advisor Gemma O'Donoghue (Gemma O'Donoghue Careers Services) provides the impartial advice and guidance for all pupils. • Gemma O'Donoghue: Independent Careers Adviser, Level 7 QCD qualified Registered CDI professional (membership number: 566892). 	

Appendix 2: Provider Access

Kingsgate School: Provider Access Policy

Introduction:

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the providers education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil Entitlement:

All pupils in Years 7-13 are entitled:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and

training options available at each transition point;

- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships and
- Understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the first key phase (Year 8 to 9) and two encounters for pupils during the second key phase (Year 10 to 11).

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 pupils from the provider)
- answer questions from pupils

Meaningful Provider Encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils.

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

Previous Providers

In previous years we have invited/visited the following providers from the local area to speak to our pupils:

- NXT
- Crafty Makery
- West Street Traders
- Havant and South Downs College – Vocational
- Staunton County Park and Farm
- Fareham College

Management of provider access requests procedure

A provider wishing to request access should contact Carly Fitz-Maurice – Senior Leader - SEND.

Telephone: 01329 446921

Email: carly.fitzmaurice@kingsgateschool.co.uk

Opportunities for Access

The school offers the provider encounters required by law and a number of additional events, integrated into the school's careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents/carers.

Please speak to Carly Fitz-Maurice to organize the most suitable opportunity for you.