

Careers Education and Guidance Policy

Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care. Within the Careers Curriculum this includes raising awareness and aspirations regarding opportunities for education, training and employment.

Approved Date: February 2023

Review Date: Autumn 2023

Amendment Dates:

Named Careers Leader: Dr Max D Stites

Independent Careers Adviser: Mrs Caroline Tully

SMT Careers Link: Mr Andi Kosmaczewski

Board of Governors Careers Link:

Enterprise Coordinator: Ms Jacqueline Hobson (Heart of the Southwest Careers Hub)

Enterprise Advisor – Mr James Twigger (Accounting4Everything)

RATIONALE/OVERVIEW

The **purpose** of **Careers Education, Information, Advice** and **Guidance** (CEIAG) is to enable students to acquire a firm foundation of essential knowledge, understanding and skills alongside a commitment to lifelong learning as career paths continue to change and new knowledge and abilities are required. It engages students in a process which enables them to appreciate the skills they have gained and understand how they fit together, helping them to make ambitious decisions wisely throughout their lives particularly relating to education, training and employment.

The introduction of the Gatsby Benchmarks provides TBGS with a valuable opportunity to not only build on our traditional strengths in preparing students for work, careers and further study, but also to engage in a process of systematic review and refinement of careers provision that is informed by the best current statutory and expert guidance in order to meet the needs of our pupils

AIMS

Historically, CEIAG at TBGS has been founded on four broad aims. Under the latest guidance these aspirations remain unchanged. TBGS continues its quest to help students:

1. Understand themselves and develop their capabilities by:
 - Assessing and reflecting upon their needs, interests, values, aptitudes and aspirations.
 - Developing the knowledge, self-reliance and key skills needed for adult life.

2. Investigate careers and opportunities by:
 - Extending their knowledge of the changing local, regional and international opportunities in education, training and work.

- Gaining direct experience of work as appropriate.
- 3. Implement their career plans by:
 - Developing the skills needed to make ambitious, but informed, reasoned decisions based on research.
 - Reviewing and evaluating their decisions.
 - Discussing other alternatives and coping with any change.
 - Gaining access to further help.
- 4. Prepare for effective transition to new roles and situations by:
 - Identifying routes to stated career goals.
 - Stating the action necessary to achieve these goals.
 - Considering alternatives.
 - Putting their decisions into action with confidence when they are ready.

Gatsby Benchmarks

The most recent statutory guidance published by the Department for Education¹ requires that all schools work towards meeting eight Gatsby Benchmarks. The structured set of goals indicated by these requirements is used to guide the specific provisions of the TBGS Careers Curriculum.

Board of Governors Careers Link:

Enterprise Coordinator: Ms Jacqueline Hobson (Heart of the Southwest Careers Hub)

Enterprise Advisor – Mr James Twigger (Accounting4Everything)

The Named Careers Leader is overseen and supported by SMT as well as the Board of Governors. The named links to both groups ensure full communication and oversight complemented by direct discussion with SMT and governors on policy and practice. The Named Leader also works to oversee the preparation and evaluation of the programme and offers support to colleagues involved in its implementation.

The Independent Careers Adviser (ICA) is required to offer individuals impartial and confidential advice. Details of discussions with individuals may not be stored on school computer systems but must be stored securely by the ICA. No school staff or agents other than the ICA may have access to these records. By ensuring absolute confidentiality, students may be assured that the guidance given is without bias.

STAFF DEVELOPMENT

The school membership of the South West Academic Trust (SWAT) provides a conduit for sharing good practice with similar institutions. The Named Careers Leader attends regular meetings with SWAT colleagues to exchange ideas and experience.

Likewise, membership of the Heart of the Southwest (HoTSW) Careers Hub part of the Careers and Enterprise Company provides a source of careers information specific to the region as well as further opportunities for sharing resources, events and best practice.

In addition, the Head of Careers completes

school. Specific support may be necessary for SEND pupils and late entrants. Students are encouraged to explore their own attitudes, recognising the risks of stereotyping and discrimination and accepting responsibility for their own actions.

All pupils are offered impartial and confidential advice about their choices of education, training and work.

METHODOLOGY AND APPROACH

Careers education is offered as both continuing and blocked work units according to need. Provision is incorporated into Philosophy and Ethics lessons at KS3 since so many of the skills and attitudes appropriate to CEIAG cross the strands of the Philosophy and Ethos/PSHE programme (see PSHE policy). There will also be opportunities for registration activities during tutorial sessions.

A range of teaching and learning strategies will be advised and monitored as part of the quality control process by the Head of Careers.

At key points, for example Year 9 and Year 11 option choices, the Careers Teachers and Careers Advisers lead sessions. Dedicated events supplement careers work in year 12 with advice on and practice in research before application to Higher Education courses or employment. The focus in year 13 is on personalised careers advice supplied

A key goal for the CEIAG programme is to provide better support, progression and differentiation for all pupils especially those identified as SEND and in KS3.

opportunities, Gap years etc., as well as discussion topics used to develop
Citizenship.

curriculum, but is also
linked to other school learning and guidance processes.

Careers information is being made available for appropriate subject areas across the