



POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Policy adopted by Governing Body on 8th February 2024, to be revised in 2025

Introduction

Rationale for Careers' Education and Guidance

Queen Elizabeth's has high quality careers advice and guidance, to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at destinations associated with a selective and highly academic school.

Aims and purpose

Prepare students for the transition to life beyond secondary school (higher education and the world of work). Support students in making informed decisions which are suitable and ambitious for them. Provide students with well-rounded experiences. Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers. Inspire and motivate students to develop their aspirations

Queen Elizabeth's works with the statutory guidance [2023](#) for securing independent careers guidance for young people, aiming to comply with the responsibilities in this area and the role of the Governing Body and Headteacher in shaping the guidance and support offered by the school.

All students should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping students emerge from school fully rounded and ready for the world of work. Young people want and need research information when making subject and career decisions.

Queen Elizabeth's is legally responsible for securing independent careers guidance for all year 7-13 students [Careers Development Institute \(CDI\) white paper](#). It is our intention to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. We aim to help every student develop high aspirations and consider a broad and ambitious range of careers. Inspiring every student through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Commitment

We work with CXK the Careers and Enterprise company to assist with a planned programme of careers advice and guidance (CEIAG).

The strategy is to embed the framework for careers and development of work-related learning skills within the curriculum to assist with outcomes for students. Our current practice includes:

- Providing access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors. We offer high quality mentoring to develop the character and confidence needed to build a successful career (see also [Statement on Careers Provider Access](#))
- Our strong links with employers boosts young people's attitudes and employability skills. The students are informed about the range of roles and opportunities available and they understand how to make this a reality

- Offering the opportunity to undertake high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum
- Widening access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route
- Providing face-to-face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting students as one element of a varied careers programme
- Working with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them
- Providing information to students about the financial support that may be available to help them stay in education post-16
- Consciously working to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes

Information Advice and Guidance

The school uses [Unifrog](#) and the [VESPA Academy](#) to encourage young people to think about the opportunities available to them. Queen Elizabeth's retains in-house arrangements for providing advice and guidance to students. To complement the in-house activity and to provide the statutory duty we combine the advice and guidance from independent and external sources to meet the school's legal requirements.

The school measures the effectiveness of careers and inspiration activities using the Compass self-audit tool and by considering both the attainment and the destination data of students. Success is demonstrated by high numbers progressing to selective universities, traineeships, apprenticeships and other positive destinations such as employment or a further education college. This helps to close the gap in destinations between young people from disadvantaged backgrounds and others.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, especially those for Teaching and Learning, Assessment, recording and reporting, PSHE Education, work related learning and enterprise, equal opportunities and diversity, looked after children and special needs.

Objectives

The school's mission is to support inspiration and aspiration. We have varied contacts with employer networks, HE institutions, mentors and alumni to motivate students to think beyond their immediate experiences, to encourage them to consider a broader and ambitious range of future education and career options.

Work experience plays an important role in year 10 and post 16.

The aim is to create a learning environment, which allows and encourages students to tackle real life challenges, which require them to manage risk and to develop their decision-making, team building and problem-solving skills.

Management

The Careers Co-ordinator facilitates and promotes career opportunity and Work Experience and reports to the Senior Leadership Group member with responsibility for this area. Careers has the support of a designated link governor.

Staffing and Curriculum

All staff contribute to CEIAG through their roles as tutors and subject teachers. All staff are working towards embedding and understanding the [Gatsby benchmarks](#). Students and staff are encouraged to embed and identify work related learning skills to demonstrate how subject content assists in becoming 'work ready'. The delivery of Digital Life Skills and the PSHE programme provide additional support.

Careers information is also available in the library and via designated career google classrooms.

Assessment

The intended career learning outcomes for students are based on the National Framework.

Partnerships

We have a contract with CXK to support KS4 to KS5 transition.

Staff Development

There is a full staff training programme which collaboratively develops staff to build and share expertise and knowledge as well as to capture improvement as it takes place. All staff are developing new understandings in the skills of CEIAG.

Extra-Curricular Activities

- Mentoring and coaching
- Speakers from the world of work in schools and online
- An insight from LMI (Labour Market Information) into the labour market and the needs of employers
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers carousels
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews

Monitoring, review and evaluation

The Assistant Headteacher (AHT) responsible for CEIAG will work alongside the Careers Co-ordinator to develop a Careers Development Plan.

The school will use Compass Plus to create detailed reports and data visualisations to monitor performance and to map out the careers programme for the academic year.

A careers survey will be carried out yearly to inform planning of the subsequent year.

Careers opportunity is promoted and relies on the teaching staff to be implemented successfully.

Signed _____ (Chair of Governors)

Date _____