

Newport Girls' High School

Careers, Information and Guidance (CIAG) Strategy

2018-2019



Context

The careers programme at NGHS is based on fulfilling the requirements of the Gatsby Benchmarks (GB) which define a world-class standard of excellent careers guidance. The benchmarks are eight measures or standards which can reassure schools that they are fulfilling legal duties surrounding the provision of a careers service to young people. The government's expectation is that schools are beginning to work to the benchmarks now with a view to meeting them by the end of 2020. The Compass online self-evaluation tool accompanies the benchmarks and enables schools to measure their progress. The government's careers strategy also stipulates that every school needs a Careers Leader who has the backing and support of senior management. The table below outlines the key requirements and expectations of schools and support available leading to the end of 2020.

Requirements and expectations of schools:

Timing	Action/support
Ongoing	Provision of independent careers guidance from year 8 to year 13.
From January 2018	Opportunities provided to explore approved technical education qualifications and apprenticeships. Policy statement regarding provider access is compulsory.
January 2018-end 2020	Begin using GB
From September 2018	<ul style="list-style-type: none"> • Named Careers Leader, job specification and standards • Published careers programme • Careers and Enterprise Company (CEC) takes on broader role across all benchmarks
2018-2019	CEC provides tools for schools to meet GB Careers Leaders training funded for 500 schools and colleges
By end 2020	All schools to have an Enterprise Advisor

The Department for Education aspirations

The Department for Education has identified the following aspirations for the careers programmes available to young people; they would like to see a programme which

- Ends generational cycles of disadvantage
- Breaks down barriers for those with special educational needs and disabilities
- Gives careers choices which are free from gender bias
- Gives the right advice, in the right place, at the right time
- Offers the opportunity to all young people to understand the range of opportunities available to them
- Gives excellent advice and guidance
- Gives tailored support to suit an individual's circumstances
- Facilitates an awareness of personal knowledge and skills
- Comprehensively covers two routes: A levels and T levels

Aim

The aim of this strategy is to ensure that all learners at Newport Girls' High School (NGHS) have access to the information, opportunities and skills development required for their next steps into higher education, technical education or the world of work. The strategy applies the Gatsby Benchmarks at its heart to ensure compliance with nationally accepted standards in Careers Information and Guidance (CIAG). Underlying the strategy is a

recognition that even the best-informed families may give incomplete or even stereotyped advice.

NGHS aims to establish the following:

- Up to date, independent, careers information which ensures effective signposting for all students at all stages of their development and decision making
- Up to date information which ensures effective signposting and decision making at two important gateways - post 16 and post 18.
- The continuation of high aspirations at all stages and equality of opportunity for all irrespective of gender or background
- Access to information and guidance on personal finance issues
- Opportunities to develop STEM skills for local and further afield employment opportunities
- A high-quality work experience and industry interaction programme
- Opportunities to develop personal skills such as determination, resilience, confidence, goal setting and communication
- An assigned member of the governing body to take a strategic interest in careers education
- Opportunities to develop enterprise skills including managing risk, decision making, team building, problem solving, being innovative, being creative, financial awareness and economic understanding (taxation, interest rates, exchange rates, and inflation for example).
- Subject provision and enrichment to ensure students can relate learning in school to their future development and job prospects
- **In a nutshell, a programme which uses and offers data, advises on all progression routes, focuses on each and every student and is driven by strong leadership.**

We will achieve this by:

- Establishing of a 'Careers and Enterprise Board', with representatives from all stakeholder groups to oversee the CIAG programme
- A student task force of Careers Champions
- A continuing relationship with Telford & Wrekin Council through Future Focus, for impartial careers advice, and Kim Hodgetts, for employer interaction and events
- A careers library (online and on the ground) to act as a hub for students
- A programme of evaluation and feedback mechanisms to ensure the service provided is fit for purpose and meeting needs, from the point of view of students, teachers, parents, the governing body and other stakeholders such as employers - facilitated through the Careers and Enterprise Board
- An informative and clearly signposted web page on the school website containing the careers programme and relevant advice and guidance, including access to the National Careers Service
- Basing the careers strategy, programme and all associated actions on the Gatsby Benchmarks.

Gatsby Guidance to Good Careers Education:

Gatsby Benchmark	Explanation	What it looks like at NGHS
<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers. There should be an identified and appropriately trained person responsible for careers and there should be regular evaluation of the programme across pupils, parents, teachers and employers.</p>	<p>Careers strategy written and shared with Governors, SLT and staff. Careers and Enterprise Board established. Assemblies to disseminate relevant and appropriate elements to students. Careers programme published on website in an appropriate and accessible way for all students. Careers Leader name and contact information published on the website. Evaluation is invited on a continuous basis (informally) and formally twice a year. Future Focus commissioned to offer a careers adviser service every week. School accesses the 'Enterprise Adviser Scheme' whereby a representative from the local businesses community (in our case, ReAssure) supports the development of the careers programme. Introduction of 'Careers Champions' in the student community who help to deliver the careers plan across the school, including in all departments. Working towards accreditation of the careers programme through the Quality in Careers Standard.</p>
<p>2. Learning from career and labour market information</p>	<p>Every pupil, and their parents or carers, should have access to good quality information about further study and labour market opportunities. They have the support of an informed adviser to utilise available information.</p>	<p>LMI and careers bulletin produced once a term and sent out to students and parents. LMI on website (utilising the 'LMI for all' widget) and in the careers library. LMI also disseminated via curriculum lessons incl. PSHE. Jobcentre Plus 'Support for Schools' programme invited in to give local LMI talks.</p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils 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.</p>	<p>Careers and enterprise activities/days. One to one careers meetings. PSHE programme to offer varied careers input. Destinations information gathered by school and Telford & Wrekin Borough Council. Intention to prepare an alumni map and facilitate alumni networks to inform current students about the destinations of former students. Utilising destination measures which are produced by the Department for Education. Attention given to the needs of SEND students in the careers programme. In addition to more traditional careers routes, ensuring information available for self-employment.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide variety of future career paths.</p>	<p>Medical and engineering societies established. STEM events during curriculum enrichment week. Potential for subject teachers to visit relevant industries to develop links and knowledge. "Careers Ambassadors" in each department to promote opportunities. Emphasis given to the importance of maths in all jobs.</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and skills. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Careers days, careers and HE events, inspiring talks, 'business breakfasts', lunchtime lecture series, mock interviews, enterprise challenges. Audit of students taking place to ensure provision by sector matches interests and aspirations.</p>
<p>6. Experiences of workplaces</p>	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing, and/or work experience to help their exploration and expand their networks.</p>	<p>Year 10 work experience programme. Y12 NHS young volunteer scheme. Y12 volunteering opportunities. Attention given to events which offer the students a diverse range of role models such as speed networking.</p>
<p>7. Encounters with further and</p>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and</p>	<p>Careers/apprenticeship fairs. UCAS fair for Y12.</p>

higher education	learning in schools, colleges, universities and in the workplace.	Raising awareness of the national course directory on the National Careers Service website so that students are well informed. Consider representation of other providers at Y11 parent's evening? Information regarding T levels and apprenticeships factored into all futures events. Policy statement in place (see Annex) which offers the main point of contact for providers, gives grounds for granting and refusing requests, offers a safeguarding policy and advises on the premises or facilities to be provided. Attention given to the promotion of 'Amazing Apprenticeships' and 'ASK' resources.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser. These should be available whenever significant choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	Careers adviser available once a week. At least one, one to one meeting for every student before 16, and one more between 16 and 18. Information provided to the careers adviser in advance to ensure the meetings are productive.

Through this delivery of actions aligned with the GB, the intention is that the following skills will be developed in our school community:

Careers and Work Related Learning Skills	Enterprise Skills
<ul style="list-style-type: none"> • Determination • Resilience • Confidence • Goal setting • Hard work • Interviews • Employability 	<ul style="list-style-type: none"> • Managing risk • Decision making • Team building • Problem solving • Innovation • Creativity • Financial awareness and capability • Economic understanding • Leadership • Communication

Monitoring of the Careers Programme at NGHS

A tracking document will be maintained which records all activities taking place through the school year. The document will record:

- Date and time
- Activity - name and description
- Aim
- Skills targeted and developed
- Whether it is internally or externally led and any partner organisations involved
- Year group and number of students participating

Monitoring of activities will be carried out through a combination of:

- Observations and learning walks
- Employer/external agency feedback
- Student and staff feedback

Resources available for the delivery of the programme:

- Designated Governor and SLT representative for Careers and Enterprise

- Careers adviser from Future Focus
- External 'consultancy' support from T&W through Kim Hodgetts
- Enterprise Adviser from Reassure to give an employer perspective
- Heads of Year
- Form Tutors
- Ring fenced careers budget

The Careers and Enterprise Board (CEB)

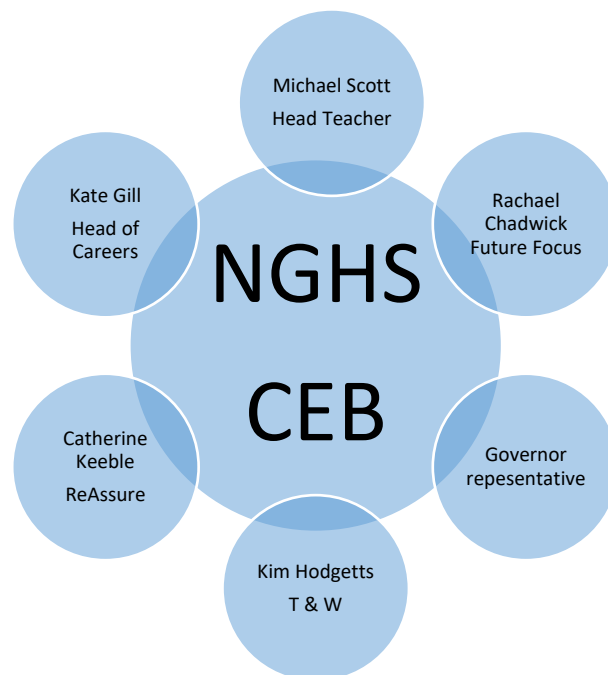
NGHS will establish the CEB with the key responsibilities of:

1. Reviewing the careers strategy and plan against the Gatsby benchmarks to evaluate progress
2. Reviewing and evaluating activities
3. Providing strategic support and guidance on delivering the careers strategy

Organisation:

1. The CEB will meet once a term
2. Key stakeholders will be represented
3. The proposed agenda will be distributed in advance

Representation on the CEB:



NGHS Careers Programme

Key:

Benchmark 1
Benchmark 2
Benchmark 3
Benchmark 4
Benchmark 5
Benchmark 6
Benchmark 7
Benchmark 8

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All
Autumn 1				Work experience launched. PSHE lessons used to explore the role of work experience, how to select suitable placements, how to approach employers, CVs, applications and interviews. Employers invited in to support	Meet the careers advisor and receive careers packs, including choices checklist form. Once these completed and processed, 121s commence in priority order	NHS young volunteer programme launched and applications made	121s available	'Careers champions' programme 121s Business Breakfasts Lunchtime Lectures
Autumn 2	Skills show (15 th -17 th Nov)	Careers in PSHE - options decision making. Future Focus to support with Kudos package. Employers invited in to support.	NHS competition in PSHE	Tutors and PSHE teachers monitor and record progress with work experience placements	121s	First NHS placement cohort begin		
Spring 1						Second NHS placement cohort begin		

Spring 2	Careers in PSHE lessons - self-reflection of skills & preferences	Apprenticeship Show	Speed networking event			Looking ahead evening		
Summer 1				Careers in PSHE - preparation for work experience. Employers invited in to support.		121s available		
Summer 2			CEW: STEM workshop	Work experience				

This strategy has been compiled using ideas and material from:

1. *Good Careers Guidance -Reaching the Gatsby Benchmarks*, The Gatsby Charitable Foundation, April 2018
2. *Careers Strategy: Making the Most of Everyone's Skills and Talents*, Department for Education, December 2017
3. *Careers Guidance and Access for Education and Training Providers*, Department for Education, January 2018

Annex A

NGHS Policy Statement on Provider Access for CIAG

Introduction

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

Pupil entitlement

All pupils in years 8-13 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 - through options events, assemblies and group discussions and taster events
- To 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 Kate Gill, Head of Careers, 01952 797550; k.gill@nghs.org.uk

Opportunities for Access

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

Year group	Autumn Term	Spring Term	Summer Term
7		PSHE lessons	PSHE lessons
8	PSHE lessons		
9		PSHE lessons Speed networking event	

10	Working experience launch PSHE lessons (to support WEX)	Speed networking event	PSHE lessons (to support WEX)
11		PSHE lessons Speed networking event	
12		Looking ahead evening	
13			
All	Business breakfast series, lunchtime lecture series, school assemblies (once a week)		

Please speak to our Head of Careers to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Head of Careers.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the careers library. The careers library, which is part of the main school library, is available to all students at break, lunch and after school.

Pending Formal Approval by Governors, September 2018