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| Person Responsible: | H. Chagger (Careers Coordinator), V. Sellars (Assistant Head Teacher of KS4/5), V. Howe (Deputy Head) ratified by B. Elkins (Headteacher) |
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Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*

- *Educare (online CPD)*

1 INTRODUCTION & CONTEXT

Maximising the life chances and opportunities of our learners is at the heart of Gretton School's provision. We want our learners to be valued members of their local communities and aim to adequately prepare them for their next steps in education and life beyond this. This policy exists in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance (CEIAG) within Gretton School.

2. AIMS AND PURPOSE

This policy has been reviewed in line with the recently published Department for Education (DfE) guidance document Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff (DfE, January 2018), although this does not formally apply to independent schools. This policy accepts the 8 Gatsby Benchmarks as set out below;

- A Stable Careers Programme
- Learning from Career & Labour Market Information
- Addressing the needs of each learner
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Our Gatsby Benchmark can be found here -

[GRETTON GATSBY BENCHMARK REVIEW Dec 2023](#)

3. ADDRESSING THE NEEDS OF EACH learner

At Gretton, we are keen to support all learners with Preparation for Adulthood, from Key Stage 2 all the way through to Key Stage 5. Learners receive weekly careers lessons from years 9 and above. Opportunities for advice and support are tailored to the needs of each learner. Each learner will receive 1:1 support with our Careers Co-ordinator to enable them to identify a post-16 provision route. Learners are able to access a Personal Advisor from the SEND team from their local authority. Our careers programme embeds equality and diversity considerations for each individual.

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 career paths. For option subjects, potential career routes are suggested and explored.

5. EXPERIENCES OF WORKPLACES

Every learner 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. Learners in Key Stage 4 are invited to participate in work experience weeks (1 week for Year 10, and 2 weeks for Year 11), and some learners in Sixth Form have work experience placements in their weekly timetables.

6. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All learners 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. Learners are encouraged to complete college visits during Key Stage 4 and 5, and different post-16 provisions are explored during annual reviews, with the support of the Additional Need Pathway Advisor from each local authority.

7. PERSONAL GUIDANCE

Every learner should have opportunities for guidance interviews with a careers advisor, who could be internal 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 learners from KS3 but should be timed to meet their individual needs.

All staff at Gretton school are expected to be aware of this policy and the importance of CEIAG (Careers Education, Information, Advice and Guidance) for our learners, by embedding content across the curriculum and within tutorial sessions. CEIAG is not the sole responsibility of the Careers Co-ordinator. It is important that learners leave Gretton aware of themselves as individuals and the opportunities available to them.

8. AIMS AND OBJECTIVES

At Gretton School we aim to:

- prepare learners for the transition to life beyond secondary school;
- support learners in making informed decisions which are suitable and ambitious for them;
- provide learners with well-rounded experiences;
- develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving learners in the curriculum and in their careers;
- inspire and motivate learners to develop their aspirations.

The impact of these aims will be that learners:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- will be inspired about new opportunities they might not have known about or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

The school will deliver careers education information, advice and guidance (CEIAG) in line with statutory guidance and recommendations contained in documents such as:

- 1997 Education Act;
- 2003 Education Regulations;
- 2011 Education Act;
- National Framework for CEG 11-19 in England (DfES, 2003);
- The Young People's IAG Standards (DCSF, 2007);
- The statement of careers education principles (DCSF, 2008);
- Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing, QCA (2008);
- Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form college (January 2023).

At the heart of this guidance is:

- impartiality;
- information on a range of pathways, including university options or apprenticeships;
- adaptation to the needs of the learners, including those with protected characteristics.

9. CAREERS PROVISION AT GRETTON SCHOOL

At Gretton School the Careers Coordinator is responsible for overseeing a clear careers programme that is shared with all stakeholders via the school website. Our named Careers Coordinator is Harpreet Chagger - harpreet.chagger@grettonschool.com

Our careers programme is currently delivered through a weekly careers session from Year 9 and above, but is also embedded across the curriculum, with additional support given in Year 11 as the learners prepare to transition into post-16 provisions.

We aim for all of our learners have access to the following:

- Extra-curricular activities and visits, which support learners in developing their understanding of a range of different subjects.
- Encounters with employers in a range of careers that inspire and motivate the learners.
- Access to online resources such as Unifrog.
- Careers and labour market information.

- Career lessons as part of the curriculum.
- Additional support from the SENCO where appropriate.
- Support from an external Level 6 Careers Adviser in Key Stages 4 and 5.

10. DESTINATIONS

The school will record all learner destinations at the end of Year 11, and additionally those learners who depart mid-year. All other leavers destinations including those who are NEET (not in education, employment or training) will also be available. Destination data will influence careers provision accordingly.

11. STAFF DEVELOPMENT

Staff will be trained annually in the use of any Careers based online programmes being used (currently Xello) and will be kept up to date with any significant changes to statutory guidance. This is to ensure tutors and teaching staff can support learners, and the careers curriculum, throughout the academic year.

The Careers Coordinator (if not already qualified) will seek advanced training e.g. Level 6 Diploma in Career Information and Advice or higher.

12. MONITORING AND EVALUATION

The Senior Leadership Team will ensure that:

- The work of the Careers Coordinator and CEIAG events are supported and monitored
- The designated Careers Coordinator will regularly review the Careers Curriculum and associated documentation

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the learner and parent survey, observations and learner voice
- Feedback from external visitors to the School, such as Ofsted
- The number of learners who are not in education, employment or training (NEET) in October, having left the school in the previous academic year. This figure can be compared to national figures as well as against the equivalent figure from similar colleges both nationally and within the county.
- An evaluation of the retention and destinations data will enable measurement of success, which will be monitored by the senior leadership team and governors.