



KINGSBURY SCHOOL

Careers and Guidance Policy

LOCAL LEVEL POLICY

REFERENCE NO:	006	DATE PREPARED: 06/03/2020	DATE REVIEWED/REVISED: February 2023
Policy compiled by Martin Clarke		Approved by the Local Governing Body:	
Signed: Martin Clarke		Signed: Helen Hewlett	
On behalf of the Senior Leadership Team		Date:	
DATE OF NEXT REVIEW: February 2025			

Date	Notes
14 th July 2022	Policy reviewed by Leadership Team and Careers Team
July 2022	Policy approved by Local Governing Body
27 th February 2023	Policy reviewed at Leadership Team Meeting
March 2023	Policy reviewed and approved with changes by D Hughes and E Hart (Local Governing Body)



1. Rationale

The Kingsbury School Careers education and guidance programme provides a major contribution in preparing our students for the opportunities, responsibilities and experiences of life. Our planned progressive programme of activities supports them in choosing 14-19 pathways to suit their interests, abilities and needs, helping them to plan with confidence and manage their careers effectively. Also, ensuring progression which is ambitious and aspirational. Our programme promotes equality of opportunity and celebrates diversity.

2. Commitment

The Kingsbury School is committed to providing all students in Years 7-11, a person-centred therapeutic approach to Career Planning and Advice and Guidance, to diagnose what the actual needs of our students are before pursuing particular methods designed to resolve them. A diagnostic interview can enable students to fully understand what is preventing them from making quality decisions.

The Kingsbury School is committed to all its students with a programme of careers education, information, advice and guidance (CEIAG). The school's work is informed by current government's requirements of the Department for Education's statutory guidance 2018.

3. Context

Each year, approximately 97-99% of our Year 11 cohort move on to further education, employment or training.

It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

4. The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

4. Aim

To enable our students to make well informed and realistic decisions about their future careers and to manage subsequent transitions with confidence and resilience, by raising aspirations and providing impartial and independent information and guidance.

5. Objectives

To ensure that students:

- Develop self-awareness and the skills and attitudes necessary for success in adult and working life
- Are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- Are equipped with the necessary decision-making skills to manage those same transitions
- Develop opportunity awareness of the wide variety of education, training and careers opportunities both locally and nationally



- Use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- Benefit from links fostered between the school, local businesses and further education establishments
- Experience the world of work and develop transferable skills
- Wherever possible leave the school to enter employment, further education or training
- Experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- Receive extra assistance and guidance to reach their potential, where this is necessary
- Contribute to strategies and methods for raising achievement and motivation
- Support inclusion, challenge stereotyping including Higher Education, Further Education, Apprenticeships, Traineeships and Training or re-commencement of study with another provider
- Develop Enterprise and Employment skills
- Reduce Not Employed in Education or Training (NEET) figures and drop-out from courses in education and training
- Contribute to the economic prosperity of individuals and communities
- Raise awareness of the Local Market Information and skills gap
- Focus students on their future aspirations
- Involve parents and carers in key decisions concerning careers and progression

6. Accountability

The lead responsibility and accountability will fall to the Head of IAG, whose role it is to ensure that the aims of The Kingsbury School CEIAG policy are met. Further oversight is provided by the Leadership Team and the Local Governing Body.

7. Links with other Policies, Key School Priorities and the 2022/2023 Careers Strategy

This policy supports, and is underpinned by, key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, PSHE, Equal Opportunities and Diversity, Health and Safety, Special Educational Needs, Gifted and Talented and Pupil Premium.

8. Implementation of Careers Educational Provision

Individualised CEIAG is provided through face-face, one to one, impartial career guidance interviews with the Aspirations Co-ordinator/Careers Advisor who is a level 6 qualified practitioner. It is further improved via activities and workshops delivered internally by our careers lead or using external agencies. This is implemented through collapsed time table sessions, Careers Exhibitions and dedicated Careers Days.

The application of CEIAG is additionally supported by contributions from local and national Businesses, Employers and Professionals, FE and HE Institutions, Training Providers and the Voluntary Sector. External visits are a core part of CEIAG, examples include visits to Big Bang Skills Show, Teen Tech, College, Sixth Form and HE visits, What Career Life, Skills Show and Birmingham Metropolitan College STEM taster Days.

Careers advice, support and guidance is available in the Careers Hub during break and lunch times. This includes information on apprenticeships, traineeships, FE, HE, the labour market and career pathways.

In house, staff offer additional provision through form tutors, SEND Team, Behavioural Team, Attendance, the Inclusion Team and Head of Faculties to support key activities at appropriate points throughout the



academic year. The Inclusion Team meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The Inclusion Team also support work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

Our comprehensive careers programme (shown on our website under Careers) is mapped against the 8 Gatsby Benchmarks and local LEP priorities. Gatsby Benchmark 4 'linking careers to the wider curriculum' is one of our school key priorities for 2022/2023. It is embedded in some of our subjects, with plans to roll this out into all subjects by the end of 2023.

9. Equality and Diversity

CEIAG is provided to all students who are encouraged to follow career paths and suit their interests, skills, qualities and strengths with the absence of stereotyping. All students are provided with a wide range of opportunities and diversity is celebrated.

10. Careers Provision at Kingsbury School

YEAR 7

Year 7 Aims:

By the end of year 7 students will:

- **have increased self-awareness and will start to consider their long- and short-term goals**
- **be able to identify and reflect on what they are good at, identifying interests, qualities, aspirations and achievements**
- **be able to list individual skills and can discuss what makes them feel proud**
- **be able to identify some barriers that could prevent them from accessing positive learning and raised aspirations.**

Year 7 Delivery

Introduction to Careers, assemblies and workshops with an aim to raise student aspirations. Sessions include: world of work workshops, developing job knowledge about the vast number of careers/jobs available. Motivational Mondays include resources and activities from Unifrog and Creative Careers: Careers and Your Future, Transition Points in your life, Personal Qualities and Skills, Finding Careers Information and Goals, Targets and Actions- looking at their long- and short-term goals.

Introduction to Person Centred Planning; identifying qualities, attributes and hobbies and particular needs that may be preventing them from accessing their aspirations. Personal Centred Planning is a tool which assesses the needs of the student, implementing strategies to resolve the need, working with internal and external practitioners and families to ensure the student is at the centre of the process. It is regularly reviewed and updated throughout the student's career planning journey in school.

YEAR 8

Year 8 Aims:

By the end of year 8 students will:

- **have explored and established some of their suitability to careers and will have started to gather and identify some career ideas**
- **have developed awareness about different job sectors and identifying which industry their career idea may be in**



- **have developed strategies to support and challenge their mindset to raise aspirations and achievements, dispelling myths and stereotypes to enhance students understanding of the work place, industries and employers.**

Year 8 Delivery

The focus is linking their goals, dreams and aspirations to reality, considering risky behaviours and mind-sets which could have an impact on their future choices.

Introduction to our Enterprise Co-ordinator, who delivers assemblies and workshops around job related sectors within that particular industry.

Evaluating and updating the Person-Centred Planning to meet the needs of the student as appropriate at that time.

Sessions include: self-awareness, job demands and environments, challenging stereotypes in the work place, motivation, ambition and how to apply ambition to career thinking and designing a career plan.

Future Friday sessions include: Careers Interests and Job Opportunities, Local Market Information, Making Decisions, Careers Exploration and Option Subjects.

YEAR 9

Year 9 Aims:

By the end of year 9 students will:

- **understand the contributing and important factors to making well informed and realistic decisions including learning style, increased self-awareness and opportunity awareness**
- **start to build a picture of their career aspirations and subject choices that are important to them, as well as starting to evidence understanding of key skills**
- **have an understanding about the best route to their career goal and how their interests, skills and qualities link to their career ideas**
- **have started to consider their post 16 options and intended destinations.**

Year 9 Delivery

The focus is on course 'tasters', self-assessment, understanding careers information, career pathfinders and options post 14.

Sessions include: decision making, Introduction to Maslow's Hierarchy theory on motivation: looking at basic needs, safety needs, social needs, esteem and self-actualisation. Understanding sectors and LMI data.

Future Friday's activities and resources from Unifrog and Creative Careers: Enterprise, Jobs and Opportunities, Equality, Diversity and Stereotyping, Understanding the Work Place and Work Organisational Structures.

Evaluating and updating the Person-Centred Planning and career plan to meet the needs of the student as appropriate at that time.

YEAR 10

Year 10 Aims:

By the end of year 10 students will:

- **understand the importance of considering all of their options and not just those they are familiar with**
- **have developed and identified new and existing skills/qualities from carrying out their one-week work experience placement offering many benefits and employability skills to support both their self-awareness, opportunity knowledge and future employment**
- **have further explored their post 16 options, preferred choices and intended pathways.**



Year 10 Delivery

The focus is preparation for work, employability skills and post 16 options.

Sessions include: skills and bridging the gap, post 16 options, work rights and responsibilities, building resilience, Maslow's Hierarchy theory on motivation in more depth. Future Friday's activities and resources from Unifrog and Creative Careers: Saving and Managing Money, Employability and Enterprise Skills, Employment Rights and Responsibilities, Exploring a Payslip and Consumer Rights and Responsibilities.

Evaluating and updating the Person-Centred Planning and career plan to meet the needs of the student as appropriate at that time.

YEAR 11

Year 11 Aims:

By the end of year 11 students will:

- have a better understanding on how their personal and professional identity contributes to their future career planning and aspirations
- have a greater understanding on their future pathways due to exploration on their post 16 options
- develop a deeper understanding of their progression and career preferences
- have carried out in depth research in order to compare options, and make decisions based on personal suitability and the availability of options
- be well prepared for Further Education and will demonstrate their knowledge and skills to support their chosen pathways and employment sectors align with their aspirations
- have understood the application process and entry requirements for their intended choices and will be able to capture the experiences and achievements that will help them to stand out on paper and in person

Year 11 Delivery

The focus is on post 16 options and the application process.

Sessions include: making the right move, building your web, preparing for interviews, free to choose, focusing on opportunity awareness and self-awareness: what you want from a job, what can you offer a job, what are the job demands, identifying their interest, needs and wants in relation to opportunities. Future Friday's activities and resources from Unifrog and Creative Careers: Post 16 Options, , Making Applications, Planning for the Future and CV Writing.

Evaluating and updating the Person-Centred Planning and career action plan to meet the needs of the student as appropriate at that time.

All sessions are delivered during specific careers focus days and during PSHE and tutor time by teachers or our careers lead. For example-Ambition week and Careers Week.

11. Implementation of Careers Guidance (resources)

- Face to face guidance and group work
- Assemblies during National Careers Week
- Internal and external careers and open events
- Access is provided to careers ICT resources/software
- Local opportunities and vacancies are disseminated to staff and students throughout school



- A wide range of academic and vocational workshops are run by employers, professionals and providers to give a greater awareness of careers, entry paths, routes, qualification and employability skills required.
- Mock Interview Year 10
- External visits are arranged throughout the year to different year groups.

At Key Stage 4, students continue research into careers and pathways into sixth form, higher education, training, traineeships and apprenticeships. They develop skills in CV, letter writing, personal statements, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement, supported by a parent information evening. Assemblies focus on: both FE post 16 Pathways and Opportunities and HE Pathways and Opportunities through NCS (National Citizens Service) FE college tasters with Birmingham Metropolitan College and UCB (University College Birmingham) and UCB Summer School, ASK – apprenticeships. Career Exploration Day; local provider Careers morning, Careers Fair's.

12. Extra support where appropriate

Any student requiring additional or enhanced support are identified and referred to the Aspirations Co-ordinator throughout the year for additional intervention, support, advice and guidance. Year 9 SEN students are offered the opportunity of a Year 9 option interview where parents/carers are also invited.

Our Aspirations Co-ordinator attends all Annual Reviews from Year 9 to Year 11 which are conducted by our SEND team. This an opportunity to work jointly with family/carers and external agencies to identify extra support that may be needed during transition.

Our more vulnerable students/at risk of becoming NEET Year 11 students are offered more one to one support and small group work. Students can self-refer and form tutors are also able to raise concerns.

13. Parents and Carers

Parental involvement is encouraged at all stages. Parents are kept up-to-date with career related information through letters, GO4Schools, newsletters and at parent/open evenings. Parents of Students with SEND and who are vulnerable are invited to their child's careers interviews with our Aspiration Co-ordinator.

14. Staffing

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through Key Stage 3 to Key Stage 4. We also have teacher-Career Ambassadors.

15. Curriculum

The Careers Programme includes education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities. Careers lessons are part of the schools collapsed time tables' mornings. Other events and activities are planned and organised separately throughout the year.



16. Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that students' learning is current and relevant. Links with local 14-19 Providers are made when required, including those for local post 16 destinations. Links with parents/carers are maintained using a variety of methods (leaflets, letters, Option Evenings and Post 16 Evenings).

We have strong links with the Careers and Enterprise Company, Birmingham Metropolitan College, local colleges and sixth forms and Cornerstone Gym-Tamworth Boxing Academy, Job Centre Plus-External Relations, National Citizenship Service, University College Birmingham, Skills for Employment Warwickshire County Council and Careers Seekers Direct. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to students and/or their parents.

This involvement enhances the provision of work experience placements, careers talks, the careers fair, workplace visits and mock interviews. In addition, we work closely with both Birmingham and Coventry universities. We always strive to expand and improve our contacts.

Our Link Governor is regularly updated on the careers programme.

17. Resources

Funding applications are made to Skills First-Warwickshire council and school match fund. The Careers Lead and a member of the Senior Leadership Team are responsible for the effective distribution of resources.

18. Staff Development

Staff training needs are identified as a part of regular weekly and monthly meetings held between Careers lead and Senior Leadership Team.

19. Monitoring Review and Evaluation

We will monitor the impact of our careers plan and the CEIAG we deliver through:

- Unifrog analytical tools
- Pupil evaluation forms following careers events
- Pupil evaluation forms following careers interviews
- Feedback from students in all years through focus groups
- Staff feedback
- Some aspects of CEIAG are monitored and evaluated via the feedback given during the collapsed timetable mornings and Focus Days as students have the opportunity to self-evaluate and reflect on their learning.
- Internal Careers Guidance is monitored and evaluated through Career Action Plans, interactions, Compass Plus and through discussion with key staff and students and appropriate observation of activities by Senior Leadership Team and Head of IAG.
- When reviewing the programme, the schools Strategic Plan is used to ensure that the Careers Department fully support whole school aims.
- Data provided by the Local Authority is used to ensure that there is close tracking of leavers, destinations and any trends including Labour Market Information (LMI).



20. Careers Entitlement

The students of Kingsbury School are entitled to a Careers Programme where students are permitted to:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps students to achieve their individual careers goal – whether this is Higher Education, an apprenticeship, training or employment.
- Be equipped with the necessary skills to prosper in further education, training and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience.
- Understand themselves, their interests, likes and dislikes, what they are good at and this affects the choices they make.
- Improve confidence and self-esteem.
- Identify any barriers and needs to education, employment and training and signpost/refer as required to internal or external agencies for additional targeted support.
- Find out about the different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills needed for working life, including at the positive activities or voluntary opportunities students could engage in and out of school.
- Understand the necessary employability skills and those important personal and social skills required outside of the classroom.
- Make realistic, but ambitious choices about courses and jobs, considering all of their options and not just the one they are familiar with.
- Develop a plan of action for the future.
- Understand the different routes after year 11 including Further and Higher Education, Traineeships/Apprenticeships, Training and Employment.
- Be able to make effective applications for jobs, training and Further Education.
- Develop interview skills.
- Be able to complete a CV and covering letter.
- Be able to write a personal statement which is required for some Sixth Forms.

Students are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources and careers hub.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Curriculum Evening and the Careers fair.
- Use study and research spaces such as the Careers Hub and Library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.



Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact our Aspirations Coordinator, Careers lead and pastoral staff.
- Access to information and guidance through parent information evenings including choosing options, work experience and student finance

21. Careers team

Cerys Duffy (Assistant Headteacher): SLT lead and strategic lead for Careers

Lisa Hill: Careers Advisor/Aspirations Co-Ordinator

Callum Cameron: Year 11 Year Team Leader

Entitlement Please see Appendix A outlining student and parent entitlement.

22. Policy statement for provider access

A provider wishing to request access should contact Cerys Duffy (Assistant Headteacher): SLT lead and strategic lead for Careers, or Lisa Hill (Careers Advisor), via 01827 872316 or lisa.hill@castlephoenixtrust.org.uk