



# North London Grammar School

## Careers Guidance Policy

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<b>Reviewed by</b>	Mrs. Dhrona, Assistant Head - Director of Pastoral Care & Behaviour
<b>Approved by</b>	Mr. Adak, Headteacher
<b>Next review due by</b>	September 2022



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## 1. Introduction

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North London Grammar School is committed to the pursuit of excellence. Our students benefit from outstanding teaching with a dynamic curriculum that is broad and balanced. We take great pride in promoting values, skills and traits which build good character and prepare our students for the next stage in their life and the world of work.

We have developed our schools careers program to ensure that our students receive the best careers information and guidance to make informed choices and be inspired about their future goals.

This policy and the school's careers programme has also been developed to meet the eight Gatsby Career benchmarks (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>) for ensuring best practice, which were recently adopted by the DfE. They comprise

### Appendix 1

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

## 2. Careers Guidance

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The aims of our Careers Education Information Advice and Guidance (CEIAG) are:

- To thoroughly prepare all students for the next stage in their education or training.
- To promote a culture of high expectations in students and inspire students at NLGS to think imaginatively and ambitiously about their future career options.
- Ensure students' readiness to take the next step in their learning or career, following the principles of the Gatsby Benchmarks.
- Develop an understanding of themselves, their abilities and interests.
- Have access to accurate, up-to-date careers information and guidance that is presented in an impartial manner
- Ensure students make informed choices about a broad range of career options to help them to fulfil their potential



- To gain greater knowledge of the range of education, training and careers opportunities open to them
- Ensure students are fully informed and supported to make career-related decisions at key transition stages
- Students take part in work-related activities in and out of school.
- Help students to understand the changing world of work
- Facilitate meaningful encounters with employers for all students – CDI Framework (appendix 3)
- Help students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourage participation in continued learning, including further and higher education and apprenticeships or other technical educational options
- Support inclusion, challenging stereotyping and promoting equality of opportunity

### 3. Statutory Requirements and Recommendations

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The careers provision at North London Grammar School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A, 42B (appendix 2) and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This guidance must be in the best interests of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies and schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

Further guidance is taken from the Education Inspection Framework Guide to see how making progress towards meeting all eight Gatsby Benchmarks adds capacity to schools' ability to "prepare pupils for future success in their next steps." It also involves enabling students to develop the knowledge, understanding and skills needed to "be successful in life".

### 4. Commitment

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- Providing a relevant and flexible Careers Programme for all of students in order that they can reach their full potential
- Enabling local providers and employers to have access to our students in order to inform them of relevant opportunities
- Achieving excellence in the Careers Programme offered to students and have this recognised through the Inspiring Quality in Careers Standard Award.



- North London Grammar School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

## 5. Student Entitlement

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Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

## 6. Student with Special Educational Needs or Disabilities (SEND)

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Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

## 7. Implementation

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We have engaged in an audit by the Careers & Enterprise Company and now have assigned Mrs Dhrona a member of the Senior Leadership Team to review and develop our provision to meet the Gatsby Benchmarks. She will liaise with Heads of Year, Form Teachers, Teachers and Student Services Team.

## 8. Staff

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All staff are expected to contribute to the careers education and guidance programme through their roles as senior leaders, middle leaders, tutors and subject teachers. Careers education is planned, monitored and evaluated by Head of Year. Personal guidance is offered by form teachers and heads of year for the transitions years.

All members of staff at North London Grammar School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.



## 9. Curriculum

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NLGS has a comprehensive and varied programme of careers education that is delivered through PHSE lessons, talks from internal and external speakers, alumni, trips, work experience, one to one sessions and assemblies. It is also delivered within individual departments and through our form programme. Specific career-related events are also held annually, including a Careers Fair. Careers information is conveyed via the Careers and Work Experience noticeboard and through groups set up on teams. All students in Years 7-11 have their own account with <https://www.startprofile.com/> which is a comprehensive and inclusive digital platform with structures and progressive activities to help students make informed decisions about their future study and career option at the right time. A summary of the contents of the careers education programme for each year group is set out below in the careers and guidance document at the end of this document.

## 10. Partnerships

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As a School we are committed to developing links with local providers and employers in order to develop opportunities for our students and to keep them up-to-date about developments in the labour market. We are positive about local providers making contact with the School in order to be more closely involved with us and to ensure that our students are well-informed. A statement will be posted on the School website about how best to make contact with us. We are in the process of working with Barnet Education and Learning to see what contribution they can add to our provision

## 11. Support for the Careers Programme

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The NLGS careers programme is greatly enhanced through support from parents, other professionals and alumnae. Request for help with many aspects of the programme are sent to parents and alumni, including the Careers Fair, work experience placements and careers talks. Alumnae are encouraged to be the speakers at the NLGs careers events and share their profession, career path and further education with current students.

## 12. Monitoring and Evaluation of the Careers Programme

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It is the responsibility of the Careers Leader and Heads of Key stage, with input from other members of staff, to oversee and organise the monitoring and evaluation of the Careers Programme and the impact of the programme on the students. This is done through student and staff feedback and regular review. Parents are welcome to give feedback on any aspect of the programme to the Careers Leader

## 13. Governor Responsibilities

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- The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- Based on the eight Gatsby Benchmarks



- Meeting the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

**References:**

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1276\\_ofsted\\_guide.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1276_ofsted_guide.pdf)

<http://www/gatsby.org.uk>

<http://www/thecdi.net/Careers-Framework-2018>



<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li><input type="checkbox"/> All pupils should have access to these records to support their career development.</li> <li><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their</li> </ul>





		education, training or employment destinations.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<b>5. Encounters with employers and employees</b>	Every student 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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.  *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<b>7. Encounters with further and higher education</b>	All students 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.	<input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.



		<input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.



## **Appendix 2**

### **Application for Provider Access**

#### **Introduction**

This document 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 7-11 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 Mrs Lena Dhrona

**Telephone:** 0208 205 0052

**Email:** ldhrona@northlondongrammar.com

##### **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

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

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

## **Appendix 3**

### **THE CAREER DEVELOPMENT INSTITUTE (CDI)**

#### **Framework for careers, employability and enterprise education**



The framework presents learning outcome statements across 17 important areas of careers, learning and enterprise education grouped under three headings.

### **Developing yourself through careers, employability and enterprise education**

- Self-awareness
- Self-determination
- Self-improvement as a learner

### **Learning about careers and the world of work**

- Exploring careers and career development
- Investigating work and working life
- Understanding business and working life
- Investigating jobs and labour market information (LMI)
- Valuing equality, diversity and inclusion
- Learning about safe working practices and environments

### **Developing your career management and employability skills**

- Making the most of careers information, advice and guidance
- Preparing for employability
- Showing initiative and enterprise
- Developing personal financial capability
- Identifying choices and opportunities
- Planning and deciding
- Handling applications and interviews
- Managing changes and transitions

## **DELIVERY OF THE CAREERS PROGRAMME**

### **Careers Education**

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework 2018 (see reference.).

### **Year 7 –Key Activities**

- Use of online digital platform, - Start.
- Introduction to Careers Lead
- Introduction to Careers Library
- Visual Displays and posters



- Research and Present on dream job
- Write to year 6 about managing the transition to Secondary School
- Take part in careers and science week

#### **Year 8 – Key Activities**

- Use of online digital platform, - Start
- Activities to support the options process
- Interview with form teacher
- Apply for leadership roles within the school
- Jobs of the future
- Linking careers to curriculum
- Challenge gender stereotypes

#### **Year 9 – Key Activities**

- Use of online digital platform, - Start
- Use careers resources to help them understand the Labour Market Information
- Use lessons to explore different pathways
- Develop self-awareness
- Hear from or talk to representatives from the world of work
- Receive support in making the right choices.
- Assemblies with guest speakers

#### **Year 10 - Key Activities**

- Use of online digital platform, - Start
- Develop their self-awareness and career management skills
- Prepare a CV
- Attend assemblies with guest speakers, alumni and careers ambassadors
- Complete the career
- Learn about post 16 pathways
- Visit 6th form colleges

#### **Year 11 - Key Activities**

- Use of online digital platform, - Start
- Attend events in and out of school to gain exposure to different employers and 6th forms
- Use resources to explore different options and pathways
- Apply for 6th form



- Develop self-awareness and management skills
- Meet with Careers Lead
- Mock interviews
- Attend assemblies with guest speakers, alumni and careers ambassadors
- Attend workshops

### **Careers Guidance Meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Years 10 and Year 11 are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.